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ABSTRACT

This volume, one of a series of curriculum guides compiled by the Colorado Workplace Learning Initiative: 1991-92, contains six workplace literacy courses under the general heading of Enhanced Basic Skills--Learning To Learn and Career Planning. Introductory materials include a table of contents and a list of the curriculum topics covered by each of the eight guides. The six courses are as follows: (1) Return to Learning; (2) Learning to Learn; (3) Transfer Techniques; (4) Career Development; (5) Career Planning (Community College of Aurora); and (6) Career Planning (Pikes Peak Community College). The first, third, fourth, and sixth courses include overview; objectives; time required; materials needed; workshop notes; lesson plan; and outline. The second course contains the following information: outline for study skills classes; class objectives; timing; materials; class plans; overheads; and handouts. The fifth course contains course overviews, objectives, time requirement, materials needed, and class plans for the following units: career planning; basic Spanish; English as a Second Language; business math; teamwork; and problem solving. (NLA)

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Volume VI: Enhanced Basic Skills - Learning to Learn Career Planning

Courses

Return to Learning
Learning to Learn
Transfer Techniques
Career Development
Career Planning (CCA)
Career Planning (PPCC)

Curriculum Guides
Colorado Workplace Learning Initiative: Skills for Productivity and Career Enhancement (1991 - 92)
Contact: Colorado Community College & Occupational Education System (303-620-4000)

Volume I:	Basic Skills -	Math
Volume II:	Basic Skills -	English as a Second Language (ESL)
Volume III:	Basic Skills -	Reading Writing
Volume IV:	Basic Skills -	General Educational Development (GED)
Volume V:	Function Skills -	Computer Proficiency Safety Basics Spanish
Volume VI:	Enhanced Basic Skills -	Learning to Learn Career Planning
Volume VII:	Enhanced Basic Skills -	Teams and Teamwork Problem - Solving, Decision - Making, & Critical Thinking Stress Management
Volume VIII:	Enhanced Basic Skills -	Listening Skills Communications Speech Self-Esteem Individual Workplace Skills

SUMMARY OF CURRICULUM TOPICS SUBMITTED FOR "THE COLORADO WORKPLACE LEARNING INITIATIVE: SKILLS FOR PRODUCTIVITY AND CAREER ENHANCEMENT"
1991 - 1992 PROGRAM

The program is described on the attached abstract. Contained in this series of curriculum guides are the outlines and notes for the topics covered according to the basic skills needs of the business partners. For more information, contact Colorado Community College and Occupational Education System, 303-620-4000.

COMMUNITY COLLEGE OF AURORA	COMMUNITY COLLEGE OF DENVER	COMMUNITY COLLEGE OF DENVER-TECH CENTER	PUEBLO COMMUNITY COLLEGE	PIKES PEAK COMMUNITY COLLEGE
Basic Skills				
math	math	math	math	math
English as a Second Language (ESL)		ESL		ESL
		reading	reading	reading & speed reading
writing				writing (3 part)
		GED	GED	
Functional (Job) Skills				
computer proficiency	computer proficiency and basic software skills	computer proficiency	computer proficiency	
			safety basics for the workplace	
Spanish			Spanish	
Enhanced Basic Skills				
		learning to learn		learning to learn
career planning	transfer techniques			career planning
teamwork				understanding team development process and teams
problem-solving			problem-solving	problem-solving
stress management	stress management		stress management	
listening skills	listening skills		listening skills	
interpersonal communications	conflict resolution		interpersonal communications	overview of communications and interpersonal communications
			speech	
		self-esteem in the workplace	self-esteem	
			individual workplace skills	

RETURN TO LEARNING

OVERVIEW

If a good deal of time has elapsed since you last attended school, of course, you'll experience a lot of anxiety. This workshop aims to alleviate some of your worries by explaining why it makes sense for you to go back to school, how you can get in the right frame of mind for your upcoming experience, what resources are available to you to finance your education, and where the workplace training program will lead you.

OBJECTIVES

By the end of this workshop, you will be able to:

- Know just how dramatic a need there is for you to develop a greater range of work skills
- Develop the mindset of a lifelong learner
- Set your own learning objectives
- Access educational funding that's available to you
- Schedule yourself to attend upcoming classes

TIMING

This workshop will be conducted as a one-half hour session.

MATERIALS

You will need:

- A room large enough for at least 10 participants
- Flipchart or whiteboard
- Class schedules

WORKSHOP NOTES

"Workforce 2000"...it's a term we hear again and again, but what does it mean? For some time now, economists, labor force specialists, and others have been talking about the dramatic demographic changes taking place in the U.S. and the impact these will have on the workplace by the turn of the century.

More and more immigrants are entering this country and competing with the current workforce for available jobs. Jobs are changing rapidly as a result of new technologies replacing old, requiring that workers use skills different from those they've been using. Often these new skills are technical ones, necessitating a return to school for workers.

At the same time, we as a nation and as a company are competing in a global marketplace. We're no longer the only one's running the machines of industry and providing the goods and services required worldover. There's competition--and plenty of it.

People are on the move. They're traveling to conduct business with overseas operations. They're moving from one part of the country to another in search of better jobs. They're facing layoffs as companies are downsizing or experiencing shortfalls in earnings. They're changing jobs just for the sake of change.

Those who don't develop a greater range of work skills are being left behind.

What does it take to acquire new skills? How long will it be until "new" skills become obsolete? To answer both questions we need to develop the mindset of a lifelong learner, someone who knows just how dramatic the changes taking place in the workplace are and how to respond to them. Continuing education, not only immediately after high school but at regular intervals throughout life, is becoming commonplace. We must never stop being learners.

How can you pay for continuing education? Employees of U S WEST Communications are lucky to have the resources available to help them return to learning. For occupational employees, prepaid tuition is provided by the PATHWAYS to the Future program. You may contact PATHWAYS at 773-3956 to receive an information packet and materials to complete to receive a letter of credit. The letter of credit is then given to the school you wish to attend, which in turn bills PATHWAYS for your tuition and fees. You are reimbursed for books later for any courses you complete.

Also, all employees are eligible for tuition reimbursement through TAP, the Tuition Assistance Program. If you're a manager, this is most likely the way you'll want to pay for credit courses. If taking noncredit courses, you may wish to see if your department is willing to absorb the cost and ask the school to send a bill.

Now let's talk about upcoming classes that Community College of Denver will offer through the Workplace Training Program....

OUTLINE

I. "Workforce 2000"
    A. Demographic changes
    B. New technologies
    C. Global marketplace
    D. Today's business environment
III. Learning objectives
    A. What you're seeking
    B. How you're going to get it
II. Lifelong learning
    A. Acquiring new skills
    B. Returning to school as an adult
IV. Educational funding
    A. PATHWAYS to the Future
    B. Tuition Assistance Program
    C. Departmental expense
V. Upcoming classes

LEARNING

TO

LEARN

OUTLINE FOR ETOP STUDY SKILLS CLASSES

Class 1: Getting started in college
- Topics to be covered:
    - Motivation
    - How to change a habit
    - Going back to school as an older student
    - Ideas are tools
    - Be here now
    - Notice your pictures and let them go
    - You create it all

Class 2: Time Management
- Topics to be covered:
    - You've got the time
    - How to plan your time
    - Twenty-five ways to get the most out of now
    - Gearing up: Using a long-term planner
    - The seven day anti-procrastination plan
    - Studying with children underfoot
    - The ABC daily to-do list

Class 3: Reading and Note-taking
- Topics to be covered:
    - Muscle reading: You need a strategy
    - When reading is tough
    - Reading fast
    - The note-taking process
    - When instructors talk fast

CLASS OBJECTIVES

1. To generate confidence about your ability to learn in new situations.

2. To experience skills in changing habits, scheduling time, listening, reading, note-taking, memory, self-study, and pesonalized growth and problem-solving.

3. To develop an plan for how to start new classes right now.

4. To learn how to reduce school related stress.

TIMING

Each class will run approximately 2 hours 45 minutes.

MATERIALS

You will need:

- Regular sized classroom
- OHP and screen
- White board
- Overheads containd in this packet
- Handouts contained in this packet
- VCR
- At least one copy of Becoming a Master Student by David Ellis

PLAN FOR CLASS 1

1. 10 minute introduction to intentions for class using handouts 1 and 2.

2. 10 minute discussion on ground rules for class.

3. 20 minute exercise on personal goals
Distribute handout 3 and allow participants 5 to 10 minutes to write out what they are looking to accomplish in this class. Next ask people to share what they have written down as you make note of the suggestions on the board. Allow students to talk about why they want to achieve this goal.

4. 25 minute discussion starting with how writing down and talking about goals can be useful as motivators and lead into over head on motivation. Allow students to openly discuss methods that they feel have worked for them and make note of any suggestions that do not fall under one of the catagories on the overhead.

5. 20 minute success game exercise. Allow students 10 minutes to complete handout 4. Talk about how change is a difficult part of life. Ask participants to look at sections 1, 2, and 3 and decide which points of success occured through change or created change in their lives. Discuss how setting goals in section 4 is the first step in creating change in their lives right now.

6. 15 minute discussion on changing habits; use overhead.

7. 10 minute discussion on going back to school as an older student; use overhead.

8. 15 minute discussion on power process; use overhead.

9. 30 minute video "Be Here Now."

10. 10 minute wrap-up.

PLAN FOR CLASS 2

1. 15 minute review of making changes in life. Encourage participants to talk about any strategies they have tried since the last class.

2. 15 minute introduction to intentions for class. Once again ask students to use handout 3 to write down what the expect to get out of the class.

3. 45 minute activity started by asking the group to create a list of categories, on the board, that describe how people spend their time each day. Next, ask each person to think about how they spend an "average" Monday: meaning which categories describe how they use their time, and ask them to think about how much of their time goes into each catagory. Now, ask the students to write it down on paper; just have them estimate and remember that it's supposed to be an average Monday. Do the same for the rest of the week. Discuss how going back to school is now going to have to fit into their schedules.

4. 20 minute discussion on how to plan your time; use overhead. Use handouts 5, 6, 7, and 8.

5. 15 minute discussion on time control checklist; use overhead.

6. 35 minute video "Time Management."

7. 10 minute discussion on study with children; use overhead.

8. 10 minute wrap-up.

PLAN FOR CLASS 3

1. 15 minute review of time management. Encourage participants to talk about any strategies they have tried since the last class.

2. 15 minute introduction to intentions for class. Once again ask students to use handout 3 to write down what the expect to get out of the class.

3. 40 minute discussion on muscle reading; use overhead and handout 9.

4. 15 minute outlining exercise; use handouts 10 and 11.

5. 40 minute discussion of the note-taking process; use overhead and handouts 12 and 13.

6. 30 minute video "Power of listening"; use handout 14.

7. 10 minute wrap-up.

OVERHEADS

MOTIVATION OR "I'M JUST NOT IN THE MOOD"

1. Promise it.

2. Befriend your discomfort.

3. Change your mind-and your body.

4. Sweeten the task.

5. Talk about how bad it is.

6. Turn up the pressure.

7 Adopt a model

8. Compare the payoffs to the costs

9. Do it later.

10. Let it go.

HOW TO CHANGE A HABIT

1. Desire
2. Knowledge
3. Visualization
4. Planning
5. Action

USEFUL SUGGESTIONS

1. Choose one new behavior at a time
2. Commit to use the new behavior.
3. Affirm your intention.
4. Get feedback and support.
5 Practice, practice, practice ... without reproach.

GOING BACK TO SCHOOL AS AN OLDER STUDENT

1. Plan your week.

2. Get to know younger students.

3. Get to know other returning students.

4. Find common ground with instructors.

5. Enlist your employer's support.

6 Get extra mileage out of your current tasks.

7. Look for child care.

8. Review your subjects before you start classes.

9. Prepare for an academic environment.

10. Be willing to let go of old images about how to study.

11. "Publish" your schedule.

12 Share your educational plans.

POWER PROCESSES

1. Ideas are tools

2. Be here now

3. Notice your pictures and let them go

4. You create it all

HOW TO PLAN YOUR TIME

1. Schedule fixed blocks of time first.

2. Include time for errands.

3. Schedule time for fun.

4. Set realistic goals.

5. Allow flexibility in your schedule.

6. Study for two ours for every hour in class.

7. Avoid scheduling marathon study sessions.

8. Set clear starting and stopping times.

9. Plan for the unplanned.

TIME CONTROL CHECKLIST

PLAN THE WHOLE SEMESTER OR QUARTER:

1. Make a semester or quarter calendar.
2. Find out all your course requirements.
3. Estimate time needed for high-priority items.
4. Record deadlines and due dates on your calendar.
5. Divide big projects into smaller units.

SET UP WEEKLY SCHEDULE PLAN:

6. Record fixed times-classes, job, meetings.. etc.
7. Record life support times-eat, sleep, family .etc.
8. Set up blocks of study time.
9. Have a plan for flexible blocks of time.
10. Schedule fun and recreation time.

MAKE DAILY "TO-DO" LISTS:

11. Use small calendar or notebook with dates entered.
12. Keep daily list of activities.
13. Prioritize the items on your list.
14. Mark off items as you finish them.
15. Use rewards.

HAVE A PLACE OR PLACES TO STUDY:

16. Find compatible study places for your life style.
17. Study actively and frequently in your study places.
18. Vary your study activity to prevent fatigue.
19. Take breaks to keep up efficiency.

FOLLOW THROUGH ON YOUR SCHEDULE:

20. Take short steps to big goals.
21. Keep going by setting deadlines.
22. Tell yourself you can win.
23. Know when you are running away.
24. Get back to work by cutting off escape pathways.
25. Start doing better right now.

25 WAYS TO GET THE MOST OUT OF NOW

WHEN TO STUDY:

1. Study difficult (or boring) subjects first.
2. Be aware of your best time of the day.
3. Use waiting time.

WHERE TO STUDY:

4. Use a regular study area
5. Study where you'll be alert.
6. Use a library.

HOW TO HANDLE THE REST OF THE WORLD:

7. Pay attention to your attention.
8. Agree with living mates about study time.
9. Get off the phone.
10. Learn to say no.
11. Hang a "do not disturb" sign on your door.
12. Get ready the night before.
13. Call ahead.
14. Avoid noise distractions.
15. Notice how others misuse your time

THINGS YOU CAN ASK YOURSELF WHEN YOU GET STUCK:

16. Ask: What is one task I can accomplish toward my goal?
17. Ask: Am I being too hard on myself?
18. Ask: Is this a piano?
19. Ask: Would I pay myself for what I'm doing right now?
20. Ask: Can I do just one more thing?
21. Ask: Am I making time for things that are important but not urgent?
22. Ask: Can I delegate this?
23. Ask: How did I just waste time?
24. Ask: Could I find the time if I really wanted to?
25. Ask: Am I willing to promise it?

THE SEVEN DAY ANTI-PROCRASTINATION PLAN

MONDAY, Make it meaningful.

TUESDAY, Take it apart.

WEDNESDAY, Write an intention statement.

THURSDAY, Tell everyone.

FRIDAY, Find a reward.

SATURDAY, Settle it now.

SUNDAY, Say no.

STUDYING WITH CHILDREN UNDERFOOT

1. Plan tasks for your child.

2. Allow for interruptions.

3. Build study time into your school schedule.

4. Use television creatively.

5. Make it a game.

6. Ask for cooperation.

7. When you can't do everything, just do something.

8. Be outrageous.

9. Attend to your child first.

10. Plan study breaks with children.

11. Develop a routine.

12. Ask other adults for help.

13. Find community activities and services.

14. Find a playmate.

Method of Reading

Phase I: Pry Out Questions

Step 1: Preview

Step 2: Outline

Step 3: Question

Phase II: Root Up Answers

Step 4: Read

Step 5: Underline

Step 6: Answer

Phase III: Recite, Review, and Review Again

Step 7: Recite

Step 8: Review

Step 9: Review again

Note-taking Process

I. Before the Lecture: Set the Stage

  A. Complete Assignments

  B. Bring the Right Materials

  C. Anticipate Lecture Content

    1. Conduct a Pre-class Review

    2. Discuss Ideas with Classmates

    3. Preview as Much as Possible.

  D. Clarify Intentions

  E. Have a Plan for Taking Notes

    1. Outlines

    2. Paragraphs

    3. Cornell Format

    4. Mind Maps

    5. Double Entry Outlining

Note-taking Process

II. During the Lecture
  - A. Sit Where You Can See and Hear
  - B. Be Here Now
  - C. Listen Actively
    1. Let go of Judgments
    2. Participate
    3. Watch for Clues
    4. Relate Information to Memory
  - D. Record
    1. Balance Listening and Writing
    2. Date and Label
    3. Be Organized
    4. Use Key Words
    5. Be Aware of Abbreviations
    6. Use White Space
    7. Write on One Side Only
    8. Use Graphic Signals
    9. Write Legibly

Note-taking Process

III. After the Lecture: Review

- A. Review Within 24 Hours
- B. Edit
  - 1. Fill in Missing Words
  - 2. Get Organized Again
  - 3. Summarize
- C. Conduct Weekly Reviews
- D. Start Again

HANDOUTS

"The only man who is educated is the man who has learned to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security"

Carl Rogers

Congratulations on your choice to be here!

Training Objectives:

1) To **generate confidence** about your ability to learn in new situations
2) To practice skills of **listening, reading, notetaking, self-study, memory, test-taking, and pro-active problem-solving**
3) To practice ways to **remember and apply** new information
4) To learn how to **reduce stress** of change

AGREEMENTS FOR THIS COURSE:

When people feel good about themselves and know what is expected, the climate of a group is positive and accepting. Group agreements are the ground rules which help the group build trust and participate more quickly.

Here are some examples of group agreements:

Each person has the right to participate or not.
Every answer is a "right" answer.
You have the right to make a mistake.
Be on time.
You are free to ask any question.
Address "side conversation" issues to the whole group.
Take care of your personal needs.
Help bring personal enthusiasm to get work done!
Make an effort to get to know every person in the group.

What are some ground rules that you consider important for this course?

PERSONAL GOALS:

What I will accomplish in this training is: . . .

3

SUCCESS GAME

Divide your life into 3 parts.

> Example: If you are 45 years old, divide by 0-15 years, 15-30 years of age, 30-45 years.

In each section, write down 3 successes. In the fourth section, write down 3 new successes you'll have 5 years from now.

1. ____
____
____

2. ____
____
____

3. ____
____
____

4. ____
____
____

TIME MONITOR

	CATEGORIES	12 Midnight	1	2	3	4	5	6	7	8	9	10	11	12 Noon	1	2	3	4	5	6	7	8	9	10	11
FRIDAY	Sleep																								
	Classtime																								
	Study																								
SATURDAY	Sleep																								
	Classtime																								
	Study																								
SUNDAY	Sleep																								
	Classtime																								
	Study																								

	CATEGORIES	HRS	CATEGORIES	HRS
TOTALS	Sleep			
	Classtime			
	Study			

DISCOVERY STATEMENTS

WEEKLY TIME SCHEDULE

NAME____________________ WEEK____________________

Hour	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							

SUMMARY

Classes:____________hrs. Work: ____________hrs.

Study: ____________hrs. Self: ____________hrs.

Weekly Academic Checklist

Name ______________________

Date __________________

1.0 Academic Goals

1.1 I plan to study _______ hours this week.

1.2 I have these 3 academic goals for this week.

1.3 Describe the results of last week's goals.

2.0 Weekly Time Plan

2.1 Describe last weeks plan:

____ worked fairly well because ...

____ not completely because ...

2.2 Total number of hours for study _______.

3.0 Responsibility and Commitment

3.1 I know I have been an active student because I accomplished the following:

3.2 I know I haven't been responsible because ...

3.3 I have given extra effort in the following ways ...

Guidelines for Marking Text

1. Read a paragraph or section completely before marking anything.

2. Mark those points which comprise the answer to your purpose-setting question.

3. Number lists, reasons, or other items which occur in a series or sequence.

4. Identify important terms, dates, places, names, etc.

5. Be selective in marking. If you identify every line as important, you lose the benefit of text marking. If you are not good at being selective, mark your text in pencil first. Then, go back with a colored pen or highlighter and selectively mark important information.

6. Write questions or other comments in margins.

7. Put a question mark beside unclear or confusing information.

8. Put a star or exclamation point beside information your instructor emphasizes in class, possible test questions, or what seems to be extremely important information.

9. Write comments on the table of contents or make your own table of contents of important topics inside the front cover or on the title page of the text.

10. When buying a used text, never buy one that's been underlined by another student.

NAME SECTION DATE

Exercise 6
LABELING MINOR DETAILS

Label item 2 as illustrated in item 1.

1. Some Occupations

I. ___ ___ Restaurant
___ A. ___ Dining room
___ ___ 1. Host
___ ___ 2. Waiters
___ ___ 3. Busboys
___ B. ___ Kitchen
___ ___ 1. Chef
___ ___ 2. Baker
___ ___ 3. Dishwasher
II. ___ ___ Department store
___ A. ___ Sales floor
___ ___ 1. Salespersons
___ ___ 2. Cashiers
___ B. ___ Backroom
___ ___ 1. Wrappers
___ ___ 2. Stock people
___ ___ 3. Cleaning staff
III. ___ ___ Hospital
___ A. ___ Doctors
___ B. ___ Nurses
___ C. ___ Lab technicians
___ D. ___ Office workers

2. ______________

___ ___ ___ Individual
___ ___ ___ Water
___ ___ ___ Swimming
___ ___ ___ Diving
___ ___ ___ Surfing
___ ___ ___ Land
___ ___ ___ Hiking
___ ___ ___ Jogging
___ ___ ___ Bicycling
___ ___ ___ Two-person
___ ___ ___ Table
___ ___ ___ Ping-Pong
___ ___ ___ Pool/billiards
___ ___ ___ Court
___ ___ ___ Tennis
___ ___ ___ Handball
___ ___ ___ Team
___ ___ ___ Baseball
___ ___ ___ Football
___ ___ ___ Basketball
___ ___ ___ Soccer
___ ___ ___ Hockey

10

NAME ________________________ SECTION ____________ DATE ____________

Exercise 7
LABELING MINOR DETAILS

Do this exercise in the same way you did Exercise 6.

1. ______________________________

___ ___ ___ Produce
___ ___ ___ Fruit
___ ___ ___ Apples
___ ___ ___ Bananas
___ ___ ___ Oranges
___ ___ ___ Grapefruit
___ ___ ___ Vegetables
___ ___ ___ Potatoes
___ ___ ___ Lettuce
___ ___ ___ Onions
___ ___ ___ Dairy
___ ___ ___ Eggs
___ ___ ___ Cheese
___ ___ ___ Swiss
___ ___ ___ American
___ ___ ___ Cheddar
___ ___ ___ Milk
___ ___ ___ Meat
___ ___ ___ Beef
___ ___ ___ Hamburger
___ ___ ___ Chuck steak
___ ___ ___ Pork

2. ______________________________

___ ___ ___ Nonalcoholic
___ ___ ___ Milk
___ ___ ___ Skim
___ ___ ___ Whole
___ ___ ___ Buttermilk
___ ___ ___ Fruit juice
___ ___ ___ Orange
___ ___ ___ Apple
___ ___ ___ Grape
___ ___ ___ Pineapple
___ ___ ___ Soda
___ ___ ___ Cola
___ ___ ___ Ginger ale
___ ___ ___ Alcoholic
___ ___ ___ Beer
___ ___ ___ Wine
___ ___ ___ Californian
___ ___ ___ French
___ ___ ___ Liquor
___ ___ ___ Gin
___ ___ ___ Vodka
___ ___ ___ Scotch

WRITE

ABRIDGE

RESPOND

REVIEW

Mind Mapping

LEVELS OF ACTIVE LISTENING

EVALUATION	judging information in terms of accuracy and relevance
APPLICATION	applying information to personal experiences
IMPLICATION	drawing conclusions
INTERPRETATION	synthesizing information: putting information into your own words
INTEGRATION	relating new information to old learning
DEFINITION	lowest level of active listening: giving meaning to isolated facts and details; no overall organization plan

NON-ACTIVE LISTENING

ATTENTION	listening passively; no effort to relate or understand what is being said
RECEPTION	hearing without thought: i.e., listening while daydreaming

TRANSFER TECHNIQUES

WORKSHOP NOTES

"Why can't I get the transfer I want?" is a frequently asked question around U S WEST Communications. Sometimes the reason is simple: there are no jobs available for the title you're seeking. Many times, however, employees aren't given adequate consideration for job openings because they failed to complete necessary forms correctly or completely; as a result, they may not have presented their qualifications adequately.

The problem requires a simple solution: learning to use RPP 1200 to assist you in understanding how the transfer process works.

The first step in applying for transfer is having your work experience entered into the data base. Completing and submitting the Work Experience Codes Inventory accomplishes this. It's important to review the entire list of work experience codes before attempting to fill out the form which is designed to be computer-scanned. You may claim a work experience code (or WEC) up to four times: for actual on-job experience, instruction, military, or volunteer experience. Each time a WEC is claimed, you must indicate a beginning and an end date. Be sure to use a #2 pencil to blacken the bubbles corresponding to all of the requested information.

The above form is the longest and most time consuming to complete; however, once this information is entered into the data base it remains there, and only updating is required when you acquire additional experience.

Next you should complete the Skills Codes Inventory. It's similar to the WEC Inventory but much shorter. Here's where you can claim credit for a variety of skills you possess, including typing, data entry, driving, and lifting. Some jobs you may wish to apply for could require such skills. Testing may be required at a later time.

A Transfer Request Form is completed each time you decide to file a new request or cancel an old one. It's also the form used to update or change any information, such as location, for a request already on file. Refer to the job briefs in RPP 1200 to determine the job title code requested on the form. Also, read the duties portion of the job brief carefully to determine if you possess at least some of the work experience codes being requested. Finally, check the Work Location Guide to make sure the title you're requesting is populated for the location you're indicating on your request.

An Update Form is used when you wish to add work experience or skills codes to the data base.

Once you've completed your forms, they go to a central location, Des Moines, Iowa, where they are scanned by computer. Then the information can be accessed by an Occupational Staffing Office (OSO) in any location. When a supervisor has a job opening, the process works much the same. A Requisition Form, which indicates the required work experience and skills codes, is completed and sent to Des Moines. Again, local OSO's can access openings via computer and print of roster of candidates who possess the required work experience and skills codes to match the position. The best qualified of these candidates is then selected for the job by the placement manager assigned to work the requisition.

OBJECTIVES

By the end of this workshop, you will be able to:

* Fill out all required transfer forms, including the Work Experience Codes Inventory, Skills Codes Inventory, Initial Transfer Request, and Updates to both.

* Understand how your transfer request is processed once you submit it.

* Have reasonable expectations of your opportunities to obtain a different job through the process.

TIMING

This workshop will be conducted as a two-hour session.

MATERIALS

You will need:

* A room large enough for at least 10 participants

* Flipchart or whiteboard

* All transfer forms

* RPP 1200

* Work Location Guide

OVERVIEW

In order to successfully compete for occupational jobs through the transfer plan, it's important to understand how the plan works as well as how to fill out the necessary forms so that the plan can work for you. Many employees wonder what happens to their transfer request once it's received by the Occupational Staffing Office and how soon they can expect to receive a transfer to a new job. The purpose of this workshop is to demystify the transfer process and to create realistic expectations for employees of opportunities for transfer. Also, it will lead you through the steps to take in submitting your transfer requests.

CAREER DEVELOPMENT

OVERVIEW

The world of work is changing rapidly, requiring individuals to pay ongoing attention to their career development needs. It used to be sufficient for a person to plan and prepare for one career and, perhaps, move up the ladder in a single field. Now it's necessary to know when and how to transfer marketable skills to other fields of work, plan on a series of lateral instead of upward moves to achieve career goals, and be prepared to change jobs and/or employers suddenly as economic conditions warrant.

The purpose of this session is to let individuals know how to identify and set career goals, periodically reevaluate those goals, and deal with change as they adapt to shifts in the workplace. Participants learn to follow a three-step model in developing a personal career action plan after they leave the workshop. With the handouts provided as well as other suggested resources, you'll be empowered to take charge of your own career development.

OBJECTIVES

By the end of this workshop, you will be able to:

* Examine your preferences, interests, and values as they relate to the world of work

* Explore workplace skills by means of research, networking, and informational interviewing

* Match the above to appropriate job targets for yourself

* Use a sequence of steps to make effective decisions

* Understand how a support system may help you

* Develop an action plan to achieve your goals

TIMING

This workshop will be conducted as a four-hour session.

MATERIALS

You will need:

* A room large enough for at least 10 participants

* Flipchart

* Handouts

WORKSHOP NOTES

An important key to determining what our own workplace training needs may be is knowing where in the workplace we want to go. People often tend to set career goals based on misinformation or misguided logic. For example, they choose a job target because they want more money, they hear there may be a future opening, or they have a friend who likes that kind of work. Instead it's necessary to consider how a job would satisfy our individual work needs; what the future holds in that job, including stability and changing skills requirements; and, most importantly, what steps we're going to take to "get there."

"Getting there" requires an action plan, and such a plan may very well include acquiring new skills or improving existing ones. That's why career development is a logical starting point for anyone who's embarking on other kinds of workplace training. Because learning is a lifelong experience, we need to "fit" it into our comprehensive action plan, which also takes into account how we're going to use that learning to achieve our career goals.

Before you can develop an action plan, however, you need to follow a step-by-step process that will enable you to make the plan "fit" you and your career. A logical starting point is always self-awareness, assessing who you are in terms of preferences, interests, and values. You may already know some or all of this information, but you can use a variety of paper-and-pencil instruments to verify what you think to be true about yourself or to gather new insights.

Next you'll want to explore the world of work. This includes analyzing the skills you have as well as those you need for jobs you wish to pursue. You'll also want to determine if that "perfect job" out there is really a match for you or not. To do this, you may wind up conducting research (in a library, for instance); asking for advice from supervisors, friends, or others; interviewing people who actually hold the job you're seeking; or doing all of these.

To make the best decision you possibly can about your career future, you'll do well to consider to look at four things: the facts you've gathered about yourself and potential jobs, the possibilties these facts generate for you, the pros and cons of various alternatives, and how you and others are likely to feel about the choices you face.

Once your decision is made, you're ready to develop that action plan we talked about earlier, which takes into account who's going to help you "stay on track." Also, you'll want to build into your plan an effective follow-up system to insure that you're taking the right steps at the right time to achieve your goals.

OUTLINE

I. Introduction to career development
   A. Three-step model
      1. Self-awareness
      2. World of work exploration
      3. Goal setting and action planning
   B. Taking charge or "whose career is it anyway?"

II. Self-awareness
   A. Preferences
   B. Interests
   C. Values

III. World of work exploration
   A. Skills in the workplace
      1. Self-analysis
      2. Marketability
      3. Developmental needs
   B. Learning about jobs
      1. Research
      2. Networking
      3. Informational interviewing

IV. Goal setting and action planning

  A. Making the decision

    1. Gathering facts
    2. Considering possibilities
    3. Analyzing consequences
    4. Taking feelings into account

  B. Implementing the decision

    1. Developing an action plan
    2. Using a support system to stay on track
    3. Insuring success through effective follow-up

LEARNING TO LEARN ON THE JOB

PIKES PEAK COMMUNITY COLLEGE

LEARNING TO LEARN ON THE JOB

OVERVIEW:

This course is designed to teach employees strategies for building on workplace skills in reading, writing, organization, math, task management, critical thinking, and group effectiveness. Employees will have the opportunity to explore and practice learning strategies for the workplace.

OBJECTIVES:

Students will:

1. demonstrate understanding of the four Learning to Learn Strategies.
2. have knowledge of their learning style and how to use it most effectively.
3. demonstrate understanding of the Learning to Learn (LTL) questioning techniques (writing questions from notes and asking better questions).
4. demonstrate an understanding of LTL writing techniques for memos and letters.
5. demonstrate application of LTL reading strategies (with and without) headings.
6. demonstrate understanding of the LTL task management strategies.
7. demonstrate use of LTL organization tools: question charts and key word diagrams.
8. demonstrate an understanding of vocabulary development on the job (reading technical terms).
9. apply LTL steps for writing reports.
10. demonstrate understanding of LTL steps for reading professional literature.
11. demonstrate an understanding of LTL math applications for the job.
12. demonstrate understanding of techniques for management of time, change, and stress on the job.
13. demonstrate understanding of LTL techniques for goal-setting and problem solving.
14. evaluate LTL methods and discuss its applicability to employment and personal life.

TIME:

This course meets twice a week for 12 weeks. Each session is 95 minutes in length.

MATERIALS NEEDED:

Learning to Learn on the Job Instructor's Manuals
Learning to Learn on the Job Participant's Manuals
Whiteboard and markers
Overhead Projector
Flip Chart

LESSON PLAN:

Learning to Learn, Critical Thinking Skills for the Quality Workforce is a program developed by Marcia Heiman and Joshua Slomianko. The first time our instructors taught the course it was felt that the instructional outline as developed by the authors should be followed faithfully. For greater in-depth information on the Lesson Plans, see the Learning to Learn Instructor's Manual. Once the course was taught the first time, our instructors made some proposed revisions. What follows is a brief revised outline of the topics as they feel they should be presented.

Session 1: Assessment: Reading Levels: 7 Learning Styles

Session 2: Introduction to Learning to Learn (LTL) and the 4 Learning to Learn Strategies

Session 3: Learning Styles

Session 4: Questioning: Writing Questions from Notes

Session 5: Questioning: Asking Better Questions

Session 6: Review of Questioning

Session 7: Writing: Memos

Session 8: Writing: Letters

Session 9: Reading to Answer Questions: With Headings

Session 10: Reading to Answer Questions: Without Headings

Session 11: Reading to Answer Questions: Review

Session 12: Task Management: Time Management

Session 13: Task Management: Creative Breaks

Session 14: Question Charts

Session 15: Reading with Question Charts

Session 16: Key Word Diagrams

Session 17: Review of Question Charts and Key Word Diagrams

Session 18: Reading Technical Terms

Session 19: Writing Reports

Session 20: Writing Reports

Session 21: Approaching Math

Session 22: Approaching Math

Session 23: Approaching Math

Session 24: Reading from Trade Magazines

Session 25: Reading from Trade Magazines

Session 26: Stress Management

Session 27: Change Management

Session 28: Group Effectiveness

Session 29: LTL on the Job and Beyond

Session 30: Evaluation of LTL

CAREER PLANNING

CAREERSHOP

COURSE OVERVIEW

The 90's promises to be a decade where more Americans start new jobs than ever before. But getting and keeping a job is a far different process then it was a couple of decades ago. This workshop is designed to help two kinds of people: those who want to keep the job they have and build a career with the corporation and those who want to change. The objective of the course is to teach students to plan their lives, to give them the conviction that the job they do today and the job they will be doing 20 years from now is a matter of pro-active planning, not "just a paycheck" or a matter of circumstance. Many people feel that they are short on education or talent or just luck, and where they are is a far as they will get. This course changes this attitude; it points out strengths, discovers talents and aptitudes, and teaches how to make changes occur, without waiting for the expected promotion or pink slip.

As well as following a plan, the course also deals with how to handle the unexpected; out placement, further education, resume preparation, and job search are all covered.

OBJECTIVES

By the end of the class you will be able to:

- Form a coherent career plan
- Know strengths, aptitudes, and likes
- Plan career goals
- Evaluate career options
- Seek further education
- Pursue your goals and attain them

TIME

Three 2-hour sessions

MATERIALS

- Classroom
- White board and markers
- Handout material
- COPS/COCIS evaluation tools

Class Plan

Session 1: 2 hours
Mc Ber - "Learning Styles Inventory"

Session 2: 2 hours
Using your talents
Expanding your horizons
Getting better at what you do well

Session 3:
Job Search Techniques
Interview Techniques
Making sure you get the job

Session 4:
Resume writing
Cover letters
Follow-up

BASIC SPANISH

COURSE OVERVIEW

Most "off the shelf" Spanish courses do not address workplace topics. The theme of this course is directed specifically at enabling working people whose background is English language, to relate and interact successfully with co-workers, friends and acquaintances whose linguistic background is Hispanic. The course envisages classroom interaction with native Spanish speakers, recruited or invited from within the company. This is a benefit which is largely unavailable to students in the academic atmosphere of schools or colleges. Vocabulary and syntax are talked in a pragmatic approach designed to teach adults to speak naturally with a minimal accent on "rules" and a maximization of adult skills acquisition techniques. The approach is more one of emphasizing the way the Spanish language "works" rather than pointing up the differences between it and English.

OBJECTIVES

By the end of the class you will be able to:

- A basic knowledge of spoken Spanish
- The ability to speak and converse with Spanish speaking co-workers
- A vocabulary of about 600 common Spanish words
- Confidence in your ability to use a foreign language

TIME

Open-ended. Suggested timing is: Spanish I - 12 hours, II, III, etc., similar timing.

MATERIALS

- White board and markers
- Spanish for Communication, (Jarvis & Lebredo, D. C. Heath)
- Tapes for the course

CLASS PLAN

One chapter in "Spanish for Communication" corresponds approximately to one 2-hour lesson. The instructor will find that each chapter develops useful vocabulary and grammar points which should be presented as new discoveries of how Spanish functions as opposed to "rules of grammar". Additional workplace vocabulary should be introduced to relate students' discoveries in the language, to the job they do. They should be encouraged to listen to the tapes between the classes and should do at least 30 minutes of homework which is reviewed in plenary session at the beginning of each class. They should also be encouraged to use the new vocabulary and knowledge as much as possible on co-working native speakers.

ENGLISH AS A SECOND LANGUAGE

COURSE OVERVIEW

Many people in the work force are of foreign origin; their linguistic skills are in many cases low enough for this to be a factor either in their advancement within a company or an obstacle to obtaining a job which fits their abilities other then linguistic. Our aim is to help people in this situation advance their English language capabilities to a point where they can communicate with fellow workers and management, read company literature, especially manuals and safety instructions, and function as citizens and members of American society. This aim is also not limited to those of foreign extraction either. There is a multitude of American citizens whose skills in literacy warrant the attention and benefit this class can bring them.

OBJECTIVES

By the end of the class you will be able to:

- Greet and converse with fellow workers
- Fill out time sheets correctly
- Understand instructions and safety materials
- Know how to approach simple language functions, such as letter writing, making lists, reading instructions and following directions

TIME

Open-ended

MATERIALS

- New Beginnings in Reading Contemporary Books
- Assessment tool and stocks of books 1-8 for the class
- White board or flip chart

CLASS PLAN

The course is ideally given on a basis of one-hour classes twice per week. The student should be placed in the appropriate booklet at the correct level, using the assessment tool available with the text. Each student should complete a chapter in the book before each class.

The teacher should develop a theme prior to the class and relate it to a particular aspect of English grammar or syntax at the correct level. Keep themes adult and pertinent at all times.

BUSINESS MATH

COURSE OVERVIEW

Many working adults have difficulty even remembering many of the basic rules they were taught in school. Some of them had difficulty with one or another aspect of grade school math and never learned to use that particular mathematical function. So there is a majority of people in the work force who have need of a "touch-up" course in math, rather than a full-blown ABE or GED curriculum. This course is for those people. Students are assessed with a pretest, which they, themselves, grade. The test is designed to expose areas of need, rather than assess a "grade level". Most people, for example, have a problem in the areas of decimals, fractions, or percentages, after a prolonged absence from the classroom. The same people, however, may have retained excellent algebra or geometric skills. By pinpointing the area of need, the individual is helped where help is needed, in a private, non-classroom environment. Inexpensive, proprietary texts are used; by placing the student at the right place in the right book, the materials cost to the student is kept to a minimum -- optionally under $10.00. Since the course is self-study based, individual attention can be given to those with unique needs, and the areas of more general appeal can be taught in class form.

OBJECTIVES

By the end of the class you will be able to:

- Tackle math problems in areas you have forgotten "the rules" for

- Tackle new areas of math

- Use these "old" skills and the "new" ones in workplace situations

TIME

The class consist of four 2-hour sessions.

YOU WILL NEED

- White board or flip chart
- Markers
- Assessment tests for students
- Contemporary's "Number Power", vols. 1-4. Most of the work will usually be done in Book 2.

GROUP SIZE

2 - 8

CLASS PLAN

Session 1: Assessment Test. Allow 1 - 1 1/2 hours for students to complete the test. When all have gone as far as they can, collect and score the tests. Note the areas with problems, according to the diagnostic indicator, then give the student the appropriate book, marked at the correct page.

Work each example out on the white board or flip chart, outlining the method you are using. This will "jog memories" and prepare the ground for the remaining 6 hours.

Session 2, 3, 4: Work with the group on "common" problem areas. These will generally fall in the fraction/decimal/percent area. Allow all students to work in their workbooks individually and answer their queries individually.

TEAMWORK

TEAM WORK

Course Overview

The purpose of this class is to create an effective working environment wherein participants will become proficient in the basic principles to effective communicating which includes giving feedback to others, requesting help, getting your point across, keeping your boss informed, and being able to create positive responses to negative situations. These techniques will help form a framework in where groups can effectively take on new assignments, participate in meetings, deal with changes, and be team players.

Objectives

At the end of this course you will be able to:

- Maintain good relationships with co-workers and supervisors
- Offer helpful ideas when appropriate
- Agree on an action plan which includes a follow-up review
- Ask for help as soon as you need it
- Capture attention in order to get your point across
- Focus on topics and purposes of meetings
- Offer useful information to your boss
- Promptly state your concerns about problems with others
- Deal constructively with emotions
- Find out what tasks and results are most important to you and your team
- Understand why changes occur and how they affect you
- Pass on good ideas and let others know what is needed to get the job done

You Will Need

- A Working Program

Course Duration

24 hours

Class Size

4-20

Class Plan

Session 1: *Basic Principles to Effective Communication* teaches participants skills to focus on the situation and issue, not the person; to maintain the self esteem of fellow workers; to maintain a good relationship with co-workers and supervisors; and to take initiative to make things better.

Session 2: *Giving Feedback to Help Others* teaches participants skills to state the purpose of the discussion; to describe specifically what they have observed; describe reactions to what they have observed; offer helpful ideas when appropriate; and summarize and show support.

Session 3: *Taking on a New Assignment* teaches participants skills to find out what results are expected; determine the steps and skills required to achieve the results; determine what resources are need to obtain results; find out what decisions they're expected to make; and agree on an action plan which includes a follow-up review.

Session 4: *Requesting Help* teaches participants skills to ask for help as soon as they need it; to describe a situation or problem; to describe everything they have done to correct the situation; and to solve problems together and agree on an action plan.

Session 5: *Getting Your Point Across* teaches participants skills to capture attention; state basic points; present organized support; and to summarize and recommend action.

Session 6: *Participating in Meetings* teaches participants skills to focus on the topic and purpose of the meeting; to offer facts and ideas; and to help others contribute facts and ideas.

Session 7: *Keeping Your Boss Informed* teaches participants skills to offer information that may be useful to their boss; to explain why they think the information is important; and to ask for reactions to their information.

Session 8: *Resolving Issues With Others* teaches participants skills to promptly state their concerns about the problem; to use facts to describe the situation clearly and calmly; to ask for the other person's views; to review the facts and generate alternative solutions; and to agree on what each person will do to resolve the problem.

Session 9: *Positive Responses to Negative Situations* teaches participants skills to deal constructively with emotions; to get perspective on the situation; to understand why the situation exists; and to find something to be gained from the experience.

Session 10: *Working Smarter* teaches participants skills to find out what tasks and results are most important to them and their teams; to look for better ways to achieve results; to contribute ideas and suggestions to make the work go better; and to take action when able.

Session 11: *Dealing With Changes* teaches participants skills to find out exactly what changes are planned; to understand why the changes will occur; to find out how the changes will affect them; and to help solve problems associated with the changes.

Session 12: *Being a Team Player* teaches participants skills to pass on good ideas; to look for ways to help others; to give recognition for things well done; and to let others what is needed to get the job done.

PROBLEM SOLVING

PROBLEM SOLVING

COURSE OVERVIEW

The purpose of this course is not so much to teach techniques, as to stimulate the audience into looking at situations in an innovative way. The text used is Roger von Oech's book "A Whack on the Side of the Head". Extensive use is made of visual puzzles and group exercises, to provide a balance of "mental gymnastics" and real-life problem situations. The development and enhancement of students' problem-solving abilities is also related to job and family situations. From the outset, it is postulated that the reason each of us has a job, is that we solve a particular problem for an employer. Likewise, our position in a family group is also one of problem-solver in a particular area. Students emerge from the course enlightened rather than instructed, aware of the fact that wider use of skills they already possess makes them better at resolving situations, more useful as workers and more skillful as adults and parents.

COURSE OBJECTIVES

By the end of the class you will be able to:

- To improve job-related problem solving skills
- To use well tested problem solving methods
- To separate problems from opportunities, decisions and tasks

TIME

8-10 hours

CLASS SIZE

4-12

MATERIALS NEEDED

- Nine dot puzzle
- The Success Triangle
- "Whack in the Side of the Head" exercise
- The Six Thinking Hats
- Overheads

Problem Solving - Class Outline

Session 1.

15 min.	Introduction, OHP 1 - 7. Rationale of what employers seek in employees and importance of problem-solving as a skill.
10 min.	Assignment 1-1. Each individual to note pertinent information in the handout sheet.
10 min.	Handout 1-1. Project OHP for Handout 1-1. Discuss creativity with class.
30 min.	Plenary. Project OHPs 8-15 and discuss the different interpretations of each. Explain left-and right-brain thought processes.
15 min.	Assignment 1-2. The nine-dot puzzle.
15 min.	Assignment 1-3. The Success triangle.
10 min.	OHP 16 - 17. Discuss prominent people and give examples of their problem-solving methods.
10 min.	Assignment 1-4, 1-5. "The second right answer" Discussion.
5 min.	OHP 18. Discuss the mental restrictions to problem-solving we place on ourselves. Close.

Session 2

5 min.	Questions and discussion from Session 1.
25 min.	OHP 19-26. Changing the Rules. New World Order. "The Whack on the Side of the Head".
5 min.	Handout 2-1. Ask participants for examples of personal instances of the "Whack".
5 min.	OHP 27. Discussion.
45 min.	Assignment 2-1. Break the class into groups of 2. Analyze and explain the situation, project OHP 28 to help. One team member should role-play the mother and the other the child.
25 min.	Plenary: each team to present solutions. Class analysis and critique.

5 min. Administration and close.

Session 3.

5 min. Questions and admin. from Session 2.

20 min. Project OHPs 28-42. The "formal" steps to problem-solving.

5 min. Handout 3-1

25 min. Handout 3-2. Project handout 3-2, ask for comments on the wheelbarrow. Place "negative" attributes on one side of whiteboard, positives on the other. Explain the origin of the idea for the wheelbarrow and why it is excellent for the job it does.

10 min. OHP 43/44. Discuss convergent/divergent thought processes. Do not make one "better' than the other. Emphasize the need for both thought processes.

30 min. OHP 45-52. The six thinking hats, Edward Debono. Plenary.

20 min. OHP 53-55. Discuss the pitfalls of accepting the first "right" answer. Handout 3-3 for class discussion. Summarize with OHPs 56-58.

5 min. Admin. and close.

Session 4.

15 min. Title OHP 59, OHPs 60-62. Explain purpose of today is to brainstorm and solve problem as a team.

10 min. OHPs 62-64. Emphasize characteristics of effective team solutions, from team members/team leaders.

90 min. "The Stuck Truck" (McBer). Divide class into teams of 3 or more. Have a team at a time outline solutions. Explain the "book" solution. Reinforce concepts outlined in the other 3 sessions.

5 min. OHPs 65-66. Evaluations. Close.

CAREER PLANNING

PIKES PEAK COMMUNITY COLLEGE

CAREER PLANNING

OBJECTIVES: Participants will:

- develop a complete database about themselves to include their skills, abilities, interests, motivators, values, and personality traits utilizing the DISCOVER Career Planning Software, the MBTI, the Strong Campbell, and the Learning Styles Instrument.
- develop a career plan for themselves that identifies their career goals, steps necessary to achieve that goal to include educational and job related information.
- learn how to conduct an internal or external organizational study.
- learn how to conduct informational interviews.

OPTIONAL OBJECTIVES: Participants will:

- understand the elements of a complete job search.
- develop a financial plan for conducting their search.
- write a resume suitable to the purpose of their job search.
- understand the key elements of the interview process.

LENGTH OF TIME: The core career planning course consists of 7 three hour modules. There are also 2 optional three hour modules on how to conduct a job search, write resumes, and interview.

MATERIALS: You will need:

- Course Outline and Workshop Notes
- Computers with DISCOVER software loaded - one computer per student
- DISCOVER Manuals
- The following instruments:
  - Myers Briggs Type Indicator (MBTI)
  - Strong Campbell
  - Learning Styles Instrument
- Guest speaker to interpret instruments
- World of Work Poster
- DISCOVER Poster of Module Layout
- Whiteboard with markers
- Flip chart with markers
- Classroom with seating arranged in a U shape, circle or box layout
- Student Manuals

COURSE OUTLINE:

Week 1

* Instructor/Student Introductions
* Course Overview of Objectives
* Identification of Participant Needs
* Why do Career Planning (Lecture)
    - Need for Personal Career Planning
    - Trends for the 90s and Beyond
* Developing Your Personal Data Base
    - Take the Myers Briggs Type Indicator

Week 2

*Developing your database to establish career goals and interests
    - Take the Strong Campbell, and the LSI
    - DISCOVER orientation and completion of Modules 0-3

Week 3

* Receiving Feedback
    - Results of the MBTI, Strong Campbell, and the LSI (Guest Speaker - PPCC Testing Center)
    - Seeking Validation from others

Week 4

* Identifying Your Options
    - Plateauing
    - Within your current organization/company
    - Externally
        Other Corporate or Small Businesses
        Starting Your Own Business
* Conducting an organizational study
    - Types of organizational studies
    - Determining your organizational target
    - Purpose, sources of information, and what you need to know
    - Identifying your network
    - Conducting an informational interview
    - Assessing what you have found
* DISCOVER Modules 4 and 5

* Homework:
    - Conduct an organizational study

Week 5

* The Role of Education in Career Planning
    - Internal Options
    - Technical Training, Job Training, and Higher Education
    - Financing Education
    - Answering questions about the world of education in general
* Guest Speaker Bernie Keller or Bart Guthrie to dicuss SWEEP Program (Credit for Life Experience)
* Introduce the Concept of Career Planning

Week 6 * Review LSI Results and how learning styles fit in with the MBTI
* DISCOVER Modules 6 and 7
* Tie up loose ends

Week 7 * Writing Your Goals
- Long Term
- Mid Term
- Short Term
* DISCOVER Modules 8 and 9

* Homework: Fill out career plan

OPTIONAL WEEKS:

Week 8 * Landing that new job
- Developing a plan of attack
- Your Financial Plan
* Power Writing
- Resume Preparation
- Letters of Interest/Cover Letters/Follow-up Letters

* Homework: Write Your Resume

Week 9 * Interviewing
- Doing your homework
- During the interview
- After the interview
* Mock Interview (optional)
* Resume Critique

SESSION 1 - LESSON PLAN

1. 20 min.	Instructor/Participant Introductions
2. 15 min.	Overview of Course Objectives and Syllabus in Participant Manuals
3. 15 min.	Identification of Participant Expectations - Find out if there are any expectations that the participants have that are not covered in the course and list these on a flip chart. Cover them at appropriate times during the course.
4. 10 min.	Break
5. 50 min.	Lecture on the Need for Personal Career Planning and Trends for the 90s and Beyond.
6. 10 min.	Break
7. 50 min.	Begin developing personal data base. Administer the Myers Briggs Type Indicator

MATERIALS NEEDED:

- Instructor Manual
- Participant Manuals - one per participant
- Flip Chart and Markers
- Myers Briggs Type Indicator

INSTRUCTOR PREPARATION PRIOR TO SESSION 1:

Call the testing center and order the Myers Briggs Type Indicator, the Strong Campbell, and the Career Orientation Preference System for each one of your participants. Also make arrangements for the feedback session that is to be done in Session 3. Order the appropriate number of participant manuals for the class.

SIX MAJOR DEVELOPMENTS IMPACTING EMPLOYMENT IN THE 1990S

PREDICTION 1: Boom and bust economic cycles will continue throughout the 1990s as the economy experiences a combination of good times and bad times which, in turn, create a great deal of uncertainty for planning individual careers and life styles.

PREDICTION 2: Millions of jobs will be created and eliminated throughout the 1990s. New jobs will be created at the rate of 1 to 2 million each year. At the same time, nearly 1 million new jobs will be eliminated each year. In the midst of these changes nearly 20 million Americans will experience some form of employment each year; between 6 and 12 million Americans will be unemployed each day.

PREDICTION 3: The rapidly expanding service sector will create the largest number of new jobs. These will be found at the two extreme ends of the job market - high paying jobs requiring high-level skills and low paying jobs requiring few specialized skills.

PREDICTION 4: Structural unemployment will accelerate due to a combination of business failures in the boom-bust economy and continuing productivity improvements in both the manufacturing and service sectors as new technology and improved decision-making and management systems are introduced to the workplace.

PREDICTION 5: Thousands of stagnant communities will generate few jobs to provide sufficient careering and re-careering opportunities. "Rust-belt" and "welfare-subsidy" communities, as well as those lacking a diversified service economy, will provide few job opportunities in the decade ahead.

PREDICTION 6: Public policy failures to resolve education, training, and unemployment problems as well as initiate effective job generation, relocation, and job search approaches for promoting a more employable society will continue throughout to 1990s.

From:
Careering and Re-careering for the 1990s The Complete Guide to Planning Your Future, Ronald L. Krannich, Ph. D. 1989, pp.9-10.

THE NEW DEMOGRAPHICS AND THE NEW TECHNOLOGY
25 COMING CHANGES

CHANGE 1: Shortage of competent workers, with basic literacy and learning skills, creates serious problems in developing an adequate work force for the jobs of the 90s.

CHANGE 2: A renewed and strong U.S. manufacturing sector will create few new jobs; service industries will be responsible for most job growth throughout the 1990s.

CHANGE 3: Unemployment remains high, fluctuating between a low of 5 percent and a high of 12 percent.

CHANGE 4: Government efforts to stimulate employment growth continues to be concentrated at the periphery of the job market.

CHANGE 5: The U.S. deficit declines and trade becomes more balanced as the U.S. regains a more competitive international trade and debt position due to improved productivity of U.S. manufacturing industries and the devaluation of the U.S. dollar.

CHANGE 6: A series of domestic and international crises - shocks and "unique events", some that already occurred in the 1980s - emerge in the 1990s to create new boom and bust cycles contributing to high rates of unemployment.

CHANGE 7: New jobs will be created at the rate of 1 to 2 million each year, with some boom years resulting in the creation of more than 3 million jobs each year.

CHANGE 8: A major shortage of skilled craftsmen will create numerous production and service problems throughout the 1990s.

CHANGE 9: As the baby-boomers reach middle age and as the birth rate continues at a near zero-population growth rate, fewer young people will be available for entry-level positions during the 1990s.

CHANGE 10: More job and career choices will be available for the elderly.

CHANGE 11: More blacks and Hispanics, due to their disproportionately high birth rates, low education and skill levels, poor economic status, and immigration, will enter the job market.

CHANGE 12: Women will continue to enter the labor market, accounting for over 60 percent female participation during the 1990s.

CHANGE 13: More immigrants will enter the U.S. - both legally and illegally - to meet labor shortages at all levels.

CHANGE 14: Part-time and temporary employment opportunities will increase.

CHANGE 15: White-collar employment will continue to expand in the fast growing service sector.

CHANGE 16: The need for a smarter work force with specific technical skills will continue to impact on the traditional American educational system with a demand for greater job market relevance in educational curriculum.

CHANGE 17: Union membership will continue to decline as more blue-collar manufacturing jobs disappear and interest in unions wanes among both blue-collar and white-collar employees.

CHANGE 18: The population will continue to move into suburban and semi-rural communities as the new high-tech industries and services move in this direction.

CHANGE 19: The population, as well as wealth and economic activity will continue to shift into the West, Southwest, and Florida at the expense of the Northeast and North Central regions.

CHANGE 20: The number of small businesses will continue to increase as new opportunities for entrepreneurs arise in response to the high-tech and service revolutions and as more individuals find new opportunities to experiment with re-careering.

CHANGE 21: As large companies continue to cutback, major job growth will take place among small companies and millions of new start-up businesses.

CHANGE 22: Opportunities for career advancement will be increasingly limited within most organizations.

CHANGE 23: Job satisfaction will become a major problem as many organizations will experience difficulty in retaining highly qualified personnel.

CHANGE 24: Many employers will resort to new and unorthodox hiring practices and improved working conditions in order to recruit and retain critical personnel.

CHANGE 25: Job-hopping will increase as more and more individuals learn about re-careering.

From:

Careering and Re-careering for the 1990s the Complete Guide to Planning Your Future, Krannich, Ph.D. 1989, pp. 25-37.

EMPLOYMENT TRENDS FOR THE 1990s

1. The growth of the labor force will slow during the 1990s reaching about 139 million by the year 2000.

2. The labor force will be racially and ethnically more diverse. Racial and ethnic groups will represent 26% of the workforce.

3. Fewer young people will enter the job market.

4. The average age of the workforce will become older as 3 out of 4 workers will be between the ages of 25 and 54.

5. Women will represent 2 out of every 3 new entrants into the labor force. By the year 2000, women will constitute 47 percent of the work force.

6. The education requirements for most new jobs will require strong skills in reading, writing, oral communications, and computation. Many of the new jobs will contain high tech components which will require specialized training and education plus the demonstrated ability to learn. American workers will have to become life long learners.

7. Except in the fields of agriculture, mining, and traditional manufacturing, employment will increase for most occupations.

8. The fastest growing occupations will be in executive, managerial, professional, and technical fields; these fields will require higher levels of education and technical skill. Workers with little formal education and few technical skills will be at great risk in the job market.

9. Service industries and occupations such as legal, advertising accounting, word processing, computer support, and health care will experience the greatest amount of growth in the 90s.

10. Wholesale and retail trade will be the second fastest growing industrial sector in the 1990s.

11. Federal government employment rates will continue at about the same level. Employment at state and local levels will continue to grow with rapidly developing cities and counties in the West and Southwest experiencing the most growth.

12. Jobs in education will increase slightly at the elementary level and decrease at the college and university level. Jobs in secondary education will be steady with demand being the greatest in the fields of science, math, technology, and communication.

13. Manufacturing jobs will continue to decline throughout the 1990s due primarily to productivity gains from increased automation, improved management, and the closing of less efficient plants.

14. Employment in agriculture and mining will continue to decline by 14 percent and 7 percent respectively.

15. New occupations, created through a combination of technological innovations and new service demands will offer wonderful opportunities for those with the necessary skills.

From:

Careering and Re-careering for the 1990s The Complete Guide to Planning Your Future, Krannich, Ronald, Impact Publications, 1989,
pp. 43-47.

20 FASTEST GROWING 0CCUPATIONS
1986-2000

OCCUPATIONS	PERCENT GROWTH
Paralegal Personnel	101
Medical Assistants	90
Physical Therapists	87
Physical and Corrective Therapy Assistants and Aides	82
Data Processing Equipment Repairers	80
Home Health Aides	80
Podiatrists	77
Computer Systems Analysts	76
Medical Records Technicians	75
Employment Interviewers	71
Computer Programmers	70
Dental Hygienists	63
Dental Assistants	57
Physician Assistants	57
Operations and Systems Researchers	54
Occupational Therapists	52
Peripheral Electronic Data Processing Equipment Operators	51
Data Entry Keyers, Composing	51
Optometrists	49

From: Careering and Re-careering for the 1990s The Complete Guide for Planning Your Future, Krannich, Ronald L., Impact Publications, 1989, pp. 54-55.

20 FASTEST DECLINING OCCUPATIONS
1986-2000

OCCUPATION	PERCENT DECLINE
Electrical and Electronic Assemblers	54
Electronic Semiconductor Processes	51
Railroad Conductor and Yardmasters	41
Railroad Brake System and Switch Operators	40
Gas and Petroleum Plant and System Occupations	34
Industrial Truck and Tractor Operators	34
Shoe Sewing-machine Operators and Tenders	32
Telephone Station Installers and Repairers	32
Chemical Equipment Controllers, Operators, and Tenders	30
Chemical Plant and System Operators	30
Stenographers	28
Farmers	28
Statistical Clerks	28
Textile Draw-out and Winding Machine Operators	25
Central Office and PBX Installers and Repairers	23
Farm Workers	20
Coil Winders, Tapers,and Installers	19
Central Office Operators	18
Directory Assistance Operators	18
Precision Compositors, Typesetters, and Arrangers	17

HOT TRACKS IN 20 PROFESSIONS

ACCOUNTING

FORENSIC ACCOUNTING

The savings and loan debacle, the wave of financial scandals that has washed over Wall Street and the rising number of bankruptcies have created a powerful demand for accountants with Sherlock Holmes in their genes. Forensic accountants, who generally work for accounting firms, are called in by law firms, companies or the government to reconstruct typically very complicated financial schemes. They can be found sniffing out phony insurance claims, uncovering improper securities trading or analyzing overvalued assets. The demand for such sleuths has jumped 100 percent in each of the past few years, says Terry Storevik of Robert Half International, a major accounting recruiter. Those with FBI or IRS experience are especially hot.

$ AVERAGE SALARY

Entry: $28,000-$34,000
Midlevel: $45,000-$60,000
Partner: $125,000 and up

PROS AND CONS

The detective role can be exhilarating, as can the opportunity to present findings in court. But the frenetic pace and frequent travel can be exhausting. Much of the work is tedious analysis of documents.

TRAINING

A B.S. in accounting (although a degree in math, statistics or economics may suffice), several years' experience and computer proficiency. CPAs and Certified Fraud Examiners have an edge.

BEST PLACES

Cities with major law firms that generate the claims and lawsuits that require accounting sleuths, such as Los Angeles, Chicago, New York, Philadelphia, Houston, Detroit.

➡ OTHER HOT TRACKS

Tax accountant, auditor and cost accountant.

Sources: Robert Half International, National Association Certified Fraud Examiners, American Institute of Certi- Public Accountants

ARCHITECTURE

HEALTH DESIGN

A recent study by the American Association of Retired Persons shows that 86 percent of senior citizens want to remain in their homes until they die. As the population ages, demand will soar for architects who specialize in renovating homes to suit an elderly person's special needs and in designing long-term-care facilities to be as homey as possible. A health designer might remodel a bathroom so that a wheelchair could roll into the shower, for example, and replace doorknobs with lever handles, pull curtains with electronic drapes and lamps with a central lighting system. The floor plan of a nursing home might be drawn to group bedrooms around a communal sitting room.

$ AVERAGE SALARY

Entry: $24,000
Midlevel: $38,000-$48,000
Upper range: $67,000-$75,000

PROS AND CONS

Architects in specialized fields tend to make more money than their nonspecialized colleagues, though they are vulnerable to a loss of business if the local market for their services slows.

TRAINING

A bachelor's degree in architecture and, ideally, a master's degree with a specialization in health-care design. Architecture firms are eager to train aspiring health designers no matter what their architectural background.

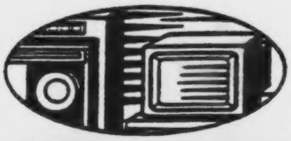
BEST PLACES

Any region with a growing elderly population such as Florida, Texas, Arizona and California.

➡ OTHER HOT TRACKS

Architects specializing in historic preservation.

Sources: American Institute of Architects, Texas A&M University



COMPUTERS

SYSTEMS ANALYSIS

Throughout the '80s, corporations of all stripes raced to computerize. Now, companies are clamoring for systems analysts so that they can efficiently use all the expensive equipment they've installed. Senior analysts work with management to figure out what tasks a system must accomplish; junior analysts program the computers and help users when problems arise. Beyond the information-systems divisions of corporations, job seekers will find openings at the growing number of consulting firms that advise companies lacking computer expertise.

$ AVERAGE SALARY

Entry: $30,000
Midlevel: $38,000-$43,000
Upper range: $50,000-$65,000

PROS AND CONS

Given the computer's ubiquity, analysts can find work in a variety of settings, from hospitals to brokerage houses. But the job can be stressful, since computer malfunctions can so disrupt a company's operations.

TRAINING

A bachelor's degree in computer science or math. Analysts hoping to become managers often pursue an M.B.A. Job security is contingent on keeping pace with technological change, so continued education is a must.

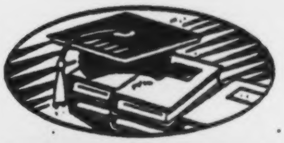
BEST PLACES

Salaries are highest in the Northeast and Midwest, which are centers of manufacturing and of the finance and insurance industries; these fields have greatest need.

➡ OTHER HOT TRACKS

Computer security administrator and the specialized applications programmer.

Sources: Association for Computer Operations Management, Datamation



EDUCATION

ASSESSMENT

With school budgets as tight as they now are, short-haul prospects for the educators who provide outside-the-classroom services are probably not terrific. But as the public eye focuses on the plight of the nation's education system and on the problems of children who are not succeeding, finding ways to spot kids in trouble before it's too late will become a more pressing priority. Many special education experts estimate that close to 10 percent of the nation's children are learning disabled, and they fear that because testing differs greatly between states and sometimes even school districts, many children slip through the cracks. Assessment specialists will be needed on staff at schools, in state education departments and at private testing companies to design diagnostic tests and help teachers interpret the results.

$ AVERAGE SALARY

Entry level: $27,000-$40,000
Midlevel: $35,000-$60,000
Upper range: $45,000-$80,000

PROS AND CONS

The job is intellectually challenging, though often an assignment to design a test comes shortly before it's to be administered, so deadlines are tight. Those working for private companies travel often.

TRAINING

A bachelor's degree and teaching experience, with knowledge of a particular subject or a graduate degree in tests and measurements. Another language helps.

BEST PLACES

Private testing companies are in San Antonio; Princeton, N.J.; Monterey, Calif., and Chicago.

➡ OTHER HOT TRACKS

Educational statistician, trainer to guide schools in administering and scoring tests.

Source: The Psychological Corp.

ILLUSTRATIONS BY RICHARD GAGE - USN&WR

HOT TRACKS IN 20 PROFESSIONS

ENGINEERING

ELECTRONIC ENGINEERING

As society's dependence on high technology rises, jobs for the people who design and test new products—from advanced computer equipment to cordless phones to industrial robots—proliferate. The Bureau of Labor Statistics, which doesn't project job growth for electronic engineers alone, estimated in 1988 that the number of electronic and electrical engineering jobs would increase by 40 percent by the year 2000. Beyond designing products and the manufacturing processes needed to make them, engineers with a knowledge of business often can put their technical expertise to use in a marketing role, communicating the benefits of high-tech products to potential customers.

$ AVERAGE SALARY

Entry: $32,000
Midlevel: $44,000
Top: $70,000

○ PROS AND CONS

Constant technological challenges make the job invigorating. Salary ceilings are low relative to many professions, however. The failure of the government to adopt consistent long-term policies in support of NASA and such programs as Star Wars can be frustrating for those in aerospace and defense.

TRAINING

A bachelor's degree in an applied science or electrical; electronic or computer engineering. Advanced technologies such as fiber optics and aerospace systems often require graduate study.

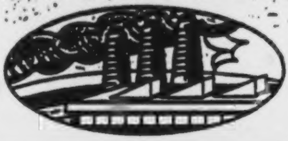
BEST PLACES

Regional high-tech centers like Silicon Valley in California and areas such as Washington, D.C., and Huntsville, Ala., that have large government research centers.

➡ OTHER HOT TRACKS

Environmental, manufacturing and mechanical design engineers.

Sources: Institute of Electrical and Electronic Engineers, Commission on Professionals in Science and Technology



ENVIRONMENTAL MGMT.

INDUSTRIAL HYGIENE

Strict new environmental and occupational safety legislation, along with public demand for enforcement of these laws, has created a hunger among corporations for industrial hygienists. Membership in the American Industrial Hygiene Association is growing at a rate of 200 per month, but demand continues to exceed supply. Industrial hygienists identify risks to employees and consumers of such hazards as toxic waste, noise pollution and sick building syndrome; they then recommend and help management implement solutions when conditions are dangerous.

$ AVERAGE SALARY

Entry: $28,000
Midlevel: $40,000-$60,000
Upper range: $90,000-$130,000

○ PROS AND CONS

Science buffs get to dabble in different fields, from biology to toxicology to environmental engineering. Continuing education is essential. Women in the field report occasional difficulties being taken seriously at male-dominated manufacturing plants but say the situation is improving.

TRAINING

A bachelor's degree in engineering or science; nearly 70 percent of industrial hygienists have advanced degrees. For those with five years' experience, passing the American Board of Industrial Hygienists' certification exam boosts employment prospects and earning potential.

BEST PLACES

Any area with a high concentration of manufacturing, particularly California, Texas and the Great Lakes region.

➡ OTHER HOT TRACKS

Asbestos abatement technologist, chemical risk assessor.

Source: American Industrial Hygiene Association

FINANCE

LOAN WORKOUT

The total value of delinquent loans at U.S. banks rose 26 percent between 1989 and 1990, and current forecasts are for another big jump in 1991. In response, financial institutions that are trimming their payrolls in other departments are adding loan officers experienced in dealing with businesses, real-estate developers and individuals who have run into trouble making loan payments. Loan workout officers devise a course of action, whether to reschedule payments, foreclose on an asset or sue for payment. Demand traditionally has receded with the economy's revival, but banks have been so troubled that they are unlikely to let down their guard again.

$ AVERAGE SALARY

Entry level: $31,000-$40,000
Midlevel: $41,000-$55,000
Upper range: $60,000-$77,000

○ PROS AND CONS

Loan workout can be satisfying to someone who enjoys close relationships with clients and creative problem solving. But getting the most possible back when a borrower defaults requires fast action—and long hours on short notice. Having to foreclose frequently can be agonizing.

TRAINING

A bachelor's degree in business, though few enter the field straight from college. An M.B.A. helps, and on-the-job training is crucial, particularly in the areas of commercial or real-estate lending.

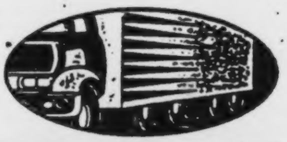
BEST PLACES

Areas hit hard by loan defaults, particularly New England, the Southwest and now the Southeast.

➡ OTHER HOT TRACKS

Business development officer, regulation compliance officer.

Sources: Bank Administration Institute, Federal Deposit Insurance Corp.



FOOD SERVICE

FOOD DISTRIBUTION MGMT.

The place to be in the food business these days is where the elderly are. This year, sales by food service companies to nursing homes totaled $2 billion; by 1996, that figure is expected to top $2.5 billion. As the aged population mushrooms over the next two decades, so will the need for people to direct this food flow. Food distribution managers are employed by food service companies and work under contract as in-house food service directors for nursing homes, in local programs that deliver meals to individuals at home or that feed senior citizens one or two meals a day at neighborhood community centers. They must keep abreast of nutrition, safety and sanitation standards and increasingly will be expected to be multilingual.

$ AVERAGE SALARY

Entry level: $22,000
Midlevel: $28,000
Top: $40,000

○ PROS AND CONS

It's satisfying to serve a population in need, but working with people who are often sick can be depressing as well as rewarding. Turnover among cooks and dishwashers is rapid. Managers work under contract at each facility, so it is quite common to be transferred.

TRAINING

An undergraduate degree or background in dietetics, hotel and restaurant management or business administration.

BEST PLACES

Large Sun Belt cities like Tucson and Miami.

➡ OTHER HOT TRACKS

Dietitian, chef.

Sources: Morrison's Custom Management, American Institute of Food Distribution Inc., Technomic Inc.

■ HOT TRACKS IN 20 PROFESSIONS

HEALTH CARE

■ MANAGED CARE MGMT.
With medical costs rising at 10 percent and more a year and gobbling up an ever larger slice of company benefits budgets, the pressure is fierce to economize. In the past three years, a third of the *Fortune* 500 companies have hired a new kind of specialist called a managed care manager to keep costs down, and smaller companies are quickly following suit. These managers develop relationships with physicians and hospitals and negotiate discounts in exchange for directing employees their way for treatment. When a procedure is not specifically covered, a manager gets a medically trained consultant to make a judgment on whether coverage should be provided.

$ AVERAGE SALARY
Entry: No entry level
Midlevel: $55,000-$75,000
Upper range: $125,000-$150,000

○ PROS AND CONS
Even in a slow economy, managed care managers are unlikely to find their jobs in jeopardy since their assignment is to cut costs. Arranging health-care plans with physicians can be difficult because most would rather practice medicine than negotiate.

TRAINING
Ideal candidate has health or science undergraduate degree and an M.B.A. Employers will look for an understanding of medical delivery systems and medical technology and a financial background.

BEST PLACES
Any city with health coalitions—groups of companies that meet to discuss health issues. Chicago and Denver, for example.

➡ OTHER HOT TRACKS
The hospital manager who cuts deals with company managed care managers.

Source: [illegible] Associates

HUMAN RESOURCES

■ DIVERSITY MANAGEMENT
As the pool of skilled workers shrinks and minority representation in the workplace grows, corporations are scrambling to make the most of their diverse work forces. Between 1988 and the year 2000, 43 million people will have entered the labor force, 68 percent of them women and minorities. Unheard of even a few years ago, the cultural diversity manager is rapidly becoming a fixture in company hierarchies, according to Robert Lattimer, managing director of Diversity Consultants Inc., an Atlanta firm that advises corporations in this area. The cultural diversity manager devises policies and programs to make all employees sensitive to individual and ethnic differences and to allow minority workers equal access to upper-level positions. The manager might organize seminars on ethnic values, review promotions or lack of them and set up discussion groups among employees.

$ AVERAGE SALARY
Entry: No entry level
Midlevel: $65,000
Top: $79,000

○ PROS AND CONS
The job can be very rewarding because of its altruistic nature, and it tends to be a high-level position. But changing attitudes takes time and great patience.

TRAINING
An advanced degree in a social science, intercultural communication or organizational development. Ideal candidate should be familiar with EEO and affirmative action.

BEST PLACES
Metropolitan areas and states like California, Florida and Texas where the population mix is greatest.

➡ OTHER HOT TRACKS
Training and development specialist; compensation specialist.

Sources: Society for Human Resource Management; William M. Mercer Inc.

INSURANCE

■ ENVIRONMENTAL CLAIMS
The 1980 passage of the Superfund legislation mandating cleanup of hazardous waste sites and the tide of pollution litigation battering corporate America have made environmental claims one of the fastest growing insurance specialties. When the EPA rules that a company must clean up a hazardous waste site, the company's insurer—specifically an environmental claims examiner—decides to what extent the company's policy covers the cost. Fireman's Fund Insurance employed fewer than 10 environmental claims examiners a decade ago, compared with more than 60 today; the majority work on Superfund cases. Since the EPA so far has declared fewer than 1,300 of some 35,000 hazardous waste sites eligible for Superfund review, continued growth seems assured.

$ AVERAGE SALARY
Entry: $28,000
Midlevel: $36,000
Top: $41,000

○ PROS AND CONS
The youth of the field and the complexity of still evolving environmental regulations make this one of the most stimulating areas of insurance. But settlements are reached at a glacial pace.

TRAINING
Experienced claims examiners fill most current positions, but a background in environmental law and/or a familiarity with environmental sciences is highly attractive.

BEST PLACES
Insurers usually locate environmental claims departments at corporate headquarters: the largest are in Hartford, Conn.; New York; Chicago, and San Francisco.

➡ OTHER HOT TRACKS
Actuary, underwriter, employee benefits specialist.

Sources: National Association of Independent Insurers; Alliance of American Insurers; American Insurance Association

LAW

■ EMPLOYMENT LAW
The constantly shifting legislation governing employee benefits, the diversity of defined contribution plans, the rising cost of health care and a growing willingness of employees to sue employers all contribute to the growing need for lawyers specializing in labor and employment law. The tasks of an employment attorney can range from drafting medical claim forms to advising firms revamping their employee benefit plans. Attorneys who represent benefit trust funds may ensure that trustees' investment practices follow legal guidelines, file suits against participating employers who fail to make contributions and review litigation brought by employees claiming insufficient benefit reimbursement.

$ AVERAGE SALARY
Entry: $40,000-$83,000
Midlevel: $110,000-$240,000
Partner: $250,000 and up

○ PROS AND CONS
Compensation can be lower than in other legal fields, but many derive satisfaction from helping to make positive changes in the workplace. Keeping abreast of changes in employee benefits regulations has been difficult since the 1986 Tax Reform Act and subsequent revisions and addenda.

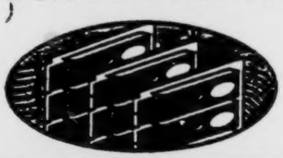
TRAINING
A J.D. or LL.B. degree, with an emphasis on tax, trust and labor law; courses on Taft-Hartley and the Employee Retirement Income Security Act are helpful.

BEST PLACES
Major metropolitan centers with a concentration of large employers: traditionally New York, Los Angeles and Chicago, but also Dallas-Fort Worth and Atlanta.

➡ OTHER HOT TRACKS
Environmental lawyer, corporate-bankruptcy lawyer.

Sources: Hildebrandt Inc., American Bar Association, [illegible] law firms

HOT TRACKS IN 20 PROFESSIONS



MANUFACTURING

CAD DRAFTING

Drafting tables and hand-drawn blueprints are rapidly going the way of the typewriter as manufacturers turn to Computer-Aided Design technology. Using CAD workstations and software, drafters can "draw" and modify shapes instantly on their screens. Supply the computer with a center point and a radius, for example, and a circle appears. According to the "Manager's Guide to Mechanical Computer-Aided Engineering," a text for managers, a drafter who once took a week to complete three drawings can typically produce nine to 15 during the same amount of time using a CAD system; such attractive productivity gains caused the number of CAD terminals in operation to increase from 246,100 in 1986 to 980,400 in 1990.

$ AVERAGE SALARY

Entry: $16,000-$21,000
Midlevel: $21,000-$26,000
Upper range: $26,000-$38,000

PROS AND CONS

Drafters work closely with and learn from designers and engineers, and many large companies offer courses or tuition reimbursement to encourage skills expansion. Once the big push to convert to CAD has ended, continued gains in productivity due to improvements in CAD equipment could stunt future job growth.

TRAINING

Learning manual drafting is still necessary. Some drafters receive CAD training once they are employed, but an associate's degree with a concentration in CAD enhances chances for employment.

BEST PLACES

Auto and aerospace factories in the Midwest, California and Texas.

OTHER HOT TRACKS

Numerical controls programmer, machinist.

Sources: Career College Association, Computer-Aided Engineering, Machover Associates Corp., D. Dietrich Associates

MARKETING

PRODUCT MANAGEMENT

However many products companies turn out, consumers seem to have an appetite for more. Advancing technology makes last year's model obsolete—or a more environmentally friendly version does. More than 13,000 new products were introduced in supermarkets and drugstores last year, and that figure will reach a record 15,000 in 1991, predicts Martin Friedman, editor of *Gorman's New Product News*. It's the product manager's job to figure out how best to market each new entry, a task that has become vastly more complicated by companies' push into the global marketplace. A product manager can one day be running focus groups to determine customer likes and dislikes and the next making sure the package is environmentally safe.

$ AVERAGE SALARY

Entry: No entry level
Midlevel: $53,000
Top: $58,000

PROS AND CONS

Having a hands-on role in the direction of the product is gratifying; it can be like running a small business. Some people would find the frequent travel and the need to beat the competition stressful.

TRAINING

A bachelor's degree in marketing at a minimum; an M.B.A. with an emphasis in marketing is ideal. Computer proficiency is rapidly becoming a must.

BEST PLACES

Cities such as New York, Chicago and Los Angeles where there is an abundance of corporate headquarters. Aspiring managers may want to focus on corporate giants that peddle several brands.

OTHER HOT TRACKS

Telemarketing specialist, international marketer.

Sources: Abbott, Langer & Associates, American Marketing Association, Sales and Marketing Executives International

MEDICINE

INFECTIOUS DISEASE

Two factors account for the growing need for immunologists and infectious disease specialists: AIDS, which now infects 195,718 people and will have struck more than 400,000 by the year 1993; and health-policy experts' determination to reach the 40 percent or so of inner-city children in this country who have not been properly immunized. According to Abt Associates, a Cambridge, Mass., research group, the number of immunologists will grow by 80 percent and the number of infectious disease specialists by 95 percent between 1986 and 2010. That is more than double the increase for all other specialties. Working in universities, government or private practice, most of these specialists see patients as well as do research—one project now underway is to develop combination vaccines so that it's more likely a child will be fully protected.

$ AVERAGE SALARY

Entry level: $70,000
Midlevel: $95,000
Upper range: $110,000-$150,000

PROS AND CONS

Working in the public health arena, though not as lucrative as other specialties, can be gratifying. But it can be very draining over time to specialize in treating an incurable disease.

TRAINING

An M.D. degree with a residency in internal medicine and a fellowship in either immunology or infectious diseases.

BEST PLACES

Areas such as Seattle and Washington, D.C., with research-oriented medical centers.

OTHER HOT TRACKS

Microbiologist, pharmacologist, public health doctor or nurse.

Sources: Abt Associates Inc., American Medical Association, Georgetown University Hospital

NURSING

COMMUNITY HEALTH

All kinds of nurses continue to be in short supply—the Labor Department counted 1.6 million R.N.'s in 1988 and predicts that 39 percent more will be needed by 2000. But the push to get patients out of the hospital quicker has especially fueled the need for community health nurses to provide outpatient and clinic services and home health care. Rather than tend to the acutely ill, the community health nurse focuses on disease prevention through public health departments, home health agencies, schools, businesses, clinics or hospitals. The job may entail running family planning clinics, giving immunizations, conducting health screenings or controlling communicable diseases.

$ AVERAGE SALARY

Licensed practical nurse: $21,000
Registered nurse: $32,000
Head nurse: $42,000

PROS AND CONS

The satisfaction of helping those who need it most and the independent working environment are attractive. The hours tend to be normal business hours. But some believe their contributions aren't valued as highly as those of their hospital counterparts.

TRAINING

Ideally an R.N. education with a bachelor's degree, but licensed practical nurses can find jobs during the shortage. Those on a managerial track may need an advanced degree.

BEST PLACES

Larger home health-care agencies pay best. Public health agencies, particularly during this recessionary era, usually pay less. Some hospitals affiliated with nursing schools have community nursing centers.

OTHER HOT TRACKS

Nurse-anesthetist.

Sources: American Nurses' Association, University of Texas Medical Branch, Community Health Accreditation Service

■ HOT TRACKS IN 20 PROFESSIONS

PARAPROFESSIONAL

■ PHYSICIAN ASSISTANT

As the ranks of rural and inner-city doctors have thinned, the profession of physician assistant, only 25 years old, has become one of the hottest in medicine. Currently there are seven jobs available for every graduate of the country's 54 accredited programs, and the P.A. ranks will expand by nearly a quarter over the next decade. Physician assistants work under an M.D.'s supervision; unlike a nurse, however, they have the authority to order and interpret lab tests, diagnose illnesses, stitch up wounds, assist the doctor with complicated procedures and see patients independently for routine checkups. In 32 states, P.A.'s now can prescribe drugs.

$ AVERAGE SALARY

Entry: $35,000-$40,000
Midlevel: $40,000-$45,000
Upper range: $75,000-$80,000

PROS AND CONS

Many people in the health professions choose the P.A. field as a second career because they want increased autonomy. Since state laws differ on what a P.A. is allowed to do, a move to another state can mean reduced responsibility. Some people perceive P.A.'s as second best to a doctor and are reluctant to use their services.

TRAINING

A bachelor's degree in the sciences and completion of a two-year accredited Physician Assistant program. With the necessary science requirements, a nonscience degree may be acceptable. Some schools allow undergraduates to get certified while completing a bachelor's degree.

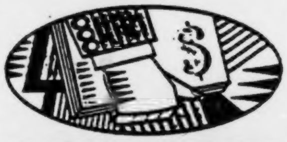
BEST PLACES

Rural areas and wherever there is a shortage of primary care.

➡ OTHER HOT TRACKS

Nurse practitioner, midwife.

Sources: American Academy of Physician Assistants



SALES

■ FINANCIAL PRODUCT SALES

With the baby boomers sailing into their peak earning years, not to mention that time of life when tuitions and then retirement loom, competition among financial institutions to grab their savings is growing increasingly keen. New products are constantly being introduced – more than 240 new mutual funds came to market in the past year alone – and the one to get the business is often the one with the most effective sales representative. Financial product sales reps are needed across the investing landscape, in mutual-fund families, brokerages, financial planning firms, insurance companies and at banks with discount brokerages.

$ AVERAGE SALARY

Entry: $25,000-$40,000
Midlevel: $100,000-$150,000
Upper range: $350,000-$400,000

PROS AND CONS

When business is good, compensation is very good – sales reps make from 32 to 40 percent commission on each sale. As in many sales positions, however, the pressure is intense because pay is based on sales.

TRAINING

Certification from a financial planning program is preferable, though many jobs are available with a finance or economics undergraduate degree. Once on the job, the typical trainee at large brokerage houses, for example, will begin with telephone sales.

BEST PLACES

Any big city, particularly one with a large wealthy population, such as Los Angeles, New York and Chicago.

➡ OTHER HOT TRACKS

Tax analyst, financial planner.

Sources: Investment Company Institute, Shearson Lehman Brothers

SCIENCE RESEARCH

■ MATERIALS CHEMISTRY

Materials chemists hold answers to two needs businesses find compelling: to manufacture environment-friendly products and to continually build a better mousetrap. By inventing new materials or new uses for existing materials, these chemists contribute to the design of everything from superconductors and cars to bulletproof vests and running shoes. Auto manufacturers hope to put a fuel-efficient ceramic engine in cars with the help of materials chemists; some scientists hope to design a fabric dye that would change color when exposed to sunlight. In the medical arena, scientists are working to come up with a substitute for taxol, a substance in the relatively rare California yew tree that is used to fight uterine cancer. Jobs in this booming field are open in business, the government and at universities.

$ AVERAGE SALARY

Entry: $49,000
Midlevel: $61,000
Top: $76,000

PROS AND CONS

Long hours in the lab waiting for results require great patience. Pay is low considering the amount of education required, but these scientists enjoy the build-a-better-mousetrap challenge.

TRAINING

A B.S. or master's degree is adequate, but a Ph.D. will ensure plum research assignments and a managerial position.

BEST PLACES

Northern New Jersey, where many big drug companies are located, and Wilmington, Del., home of the Du Pont Co.

➡ OTHER HOT TRACKS

Chemical engineer.

Sources: Chemical Specialties Manufacturers Association, American Chemical Society

TELECOMMUNICATIONS

■ NETWORK MANAGEMENT

Not so long ago, the company telecommunications specialist was simply the office manager who called Ma Bell to report a phone-service snafu. Today, with businesses so reliant on phone lines to carry complex data transmissions, and with such advances as video conferencing and voice mail increasingly being viewed as cost-cutting tools rather than extravagances, companies are hiring fleets of telecommunications engineers, technicians and managers to keep the equipment up and running. Because virtually every kind of business from banks to auto manufacturers needs this kind of expertise, the employment picture remains bright in spite of the sluggish economy.

$ AVERAGE SALARY

Entry: $18,000-$30,000
Midlevel: $45,000-$70,000
Upper range: $80,000-$200,000

PROS AND CONS

Most telecommunications departments encourage creative, individual problem solving while maintaining a collegial, team atmosphere. Management may only focus on telecommunications when networks malfunction, so compensation does not always reflect effort.

TRAINING

A bachelor's degree in electrical engineering, math or computer science at a minimum. Continuing education is vital. A business background is necessary for senior slots.

BEST PLACES

New York, San Francisco and Chicago for their concentration of financial services and data processing firms; Nebraska for its abundance of telemarketers.

➡ OTHER HOT TRACKS

Communications project engineer.

Sources: International Communications Association, Communications Managers Association, William M. Mercer Inc.

BEST COPY AVAILABLE

SESSION 2 - LESSON PLAN

1. 90 min. Developing Your Personal Database continued
    - * Administer the Strong Campbell
    - * Administer the Career Learning Styles Instrument (LSI)
    - Breaks where appropriate
2. 90 min. DISCOVER software orientation
    - * Explain the purpose of the DISCOVER Program. (See the DISCOVER Manual)
    - * Explain how to turn computers on and get into the DISCOVER Program. Also explain DISCOVER's function keys and how to print.
    - * Complete DISCOVER modules 0-3

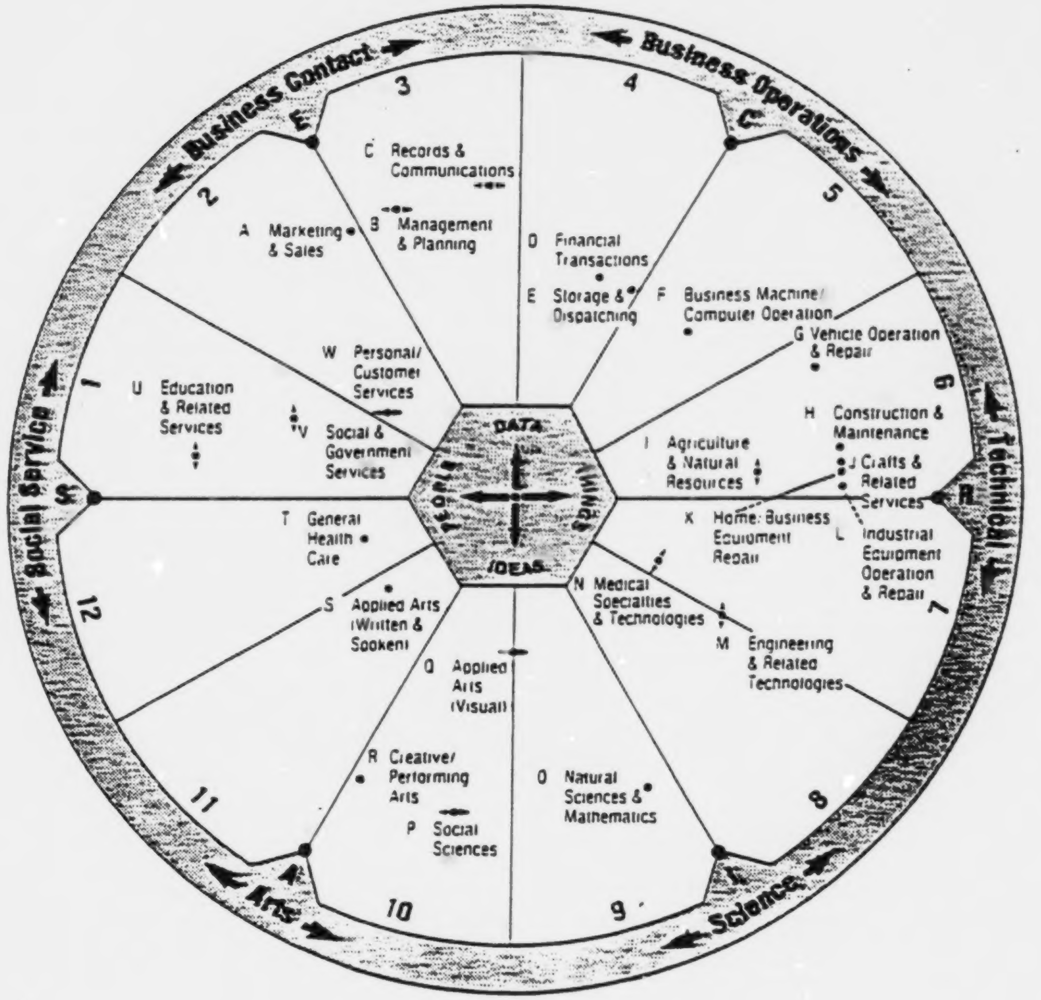
MATERIALS NEEDED:

1. Instructor Manuals
2. Participant Manuals
3. Discover Operating Manual
4. Strong Campbell and LSI for each participant
5. Computers with DISCOVER software loaded - one per participant
6. DISCOVER module chart and World of Work Charts

INSTRUCTOR PREPARATION FOR NEXT SESSION:

Turn all Myers Briggs and Strong Campbells inventories into the testing center for evaluation.

WORLD-OF-WORK MAP
(2nd Edition)


Business Contact
Business Operations
Technical
Science
Arts
Social Service
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6
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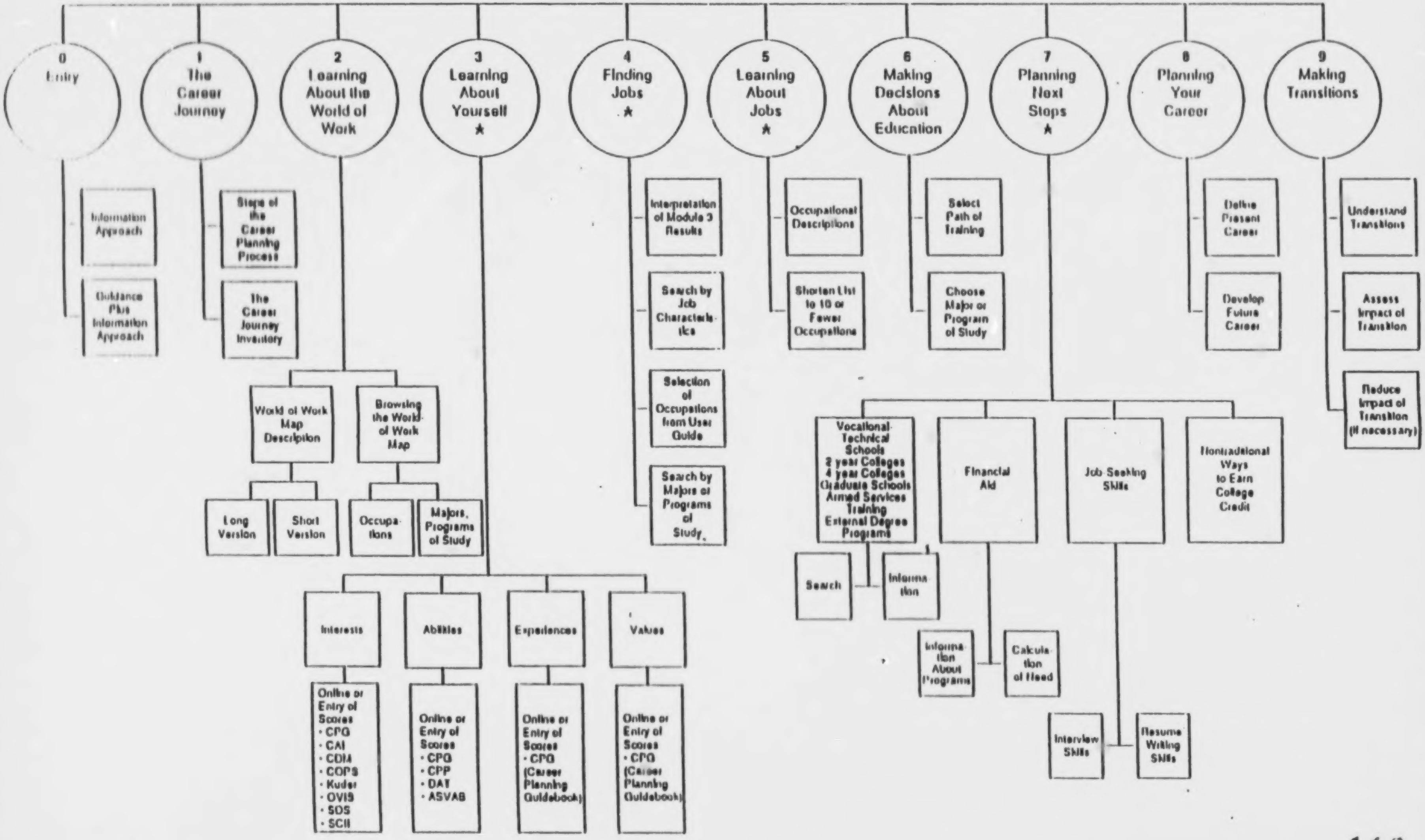
8
9
10
11
12
DATA
THINGS
IDEAS
PEOPLE
C Records & Communications
A Marketing & Sales
B Management & Planning
D Financial Transactions
E Storage & Dispatching
F Business Machine/ Computer Operation
G Vehicle Operation & Repair
H Construction & Maintenance
I Agriculture & Natural Resources
J Crafts & Related Services
K Home/Business Equipment Repair
L Industrial Equipment Operation & Repair
M Engineering & Related Technologies
N Medical Specialties & Technologies
O Natural Sciences & Mathematics
P Social Sciences
Q Applied Arts (Visual)
R Creative/ Performing Arts
S Applied Arts (Written & Spoken)
T General Health Care
U Education & Related Services
V Social & Government Services
W Personal/ Customer Services

About the Map

- The World-of-Work Map arranges job families (groups of similar jobs) into 12 regions. Together, the job families cover all U.S. jobs. Although the jobs in a family differ in their locations, most are located near the point shown.
- A job family's location is based on its primary work tasks—working with DATA, IDEAS, PEOPLE, and THINGS. Arrows show that work tasks often heavily involve both PEOPLE and THINGS (↔) or DATA and IDEAS (↕).
- Six general areas of the work world and related Holland types are indicated around the edge of the map. Job Family Charts (available from ACT) list over 500 occupations by general area, job family, and preparation level. They cover more than 95% of the labor force.

DISCOVER

FOR COLLEGES AND ADULTS


0 Entry
Information Approach
Guidance Plus Information Approach
1 The Career Journey
Steps of the Career Planning Process
The Career Journey Inventory
2 Learning About the World of Work
World of Work Map Description
Long Version
Short Version
Browsing the World of Work Map
Occupations
Majors, Programs of Study
3 Learning About Yourself ★
Interests
Online or Entry of Scores • CPG • CAI • CDM • COPS • Kuder • OVIS • SDS • SCII
Abilities
Online or Entry of Scores • CPG • CPP • DAT • ASVAB
Experiences
Online or Entry of Scores • CPG (Career Planning Guidebook)
Values
Online or Entry of Scores • CPG (Career Planning Guidebook)
4 Finding Jobs ★
Interpretation of Module 3 Results
Search by Job Characteristics
Selection of Occupations from User Guide
Search by Majors or Programs of Study.
5 Learning About Jobs ★
Occupational Descriptions
Shorten List to 10 or Fewer Occupations
6 Making Decisions About Education
Select Path of Training
Choose Major or Program of Study
7 Planning Next Steps ★
Vocational-Technical Schools 2 year Colleges 4 year Colleges Graduate Schools Armed Services Training External Degree Programs
Search
Information
Financial Aid
Information About Programs
Calculation of Need
Job Seeking Skills
Interview Skills
Resume Writing Skills
Nontraditional Ways to Earn College Credit
8 Planning Your Career
Define Present Career
Develop Future Career
9 Making Transitions
Understand Transitions
Assess Impact of Transition
Reduce Impact of Transition (if necessary)

★ These modules are always displayed as part of the DISCOVER system. Other modules, or parts of modules (e.g., educational files in Module 7), may be disabled at your site.

SESSION 3 - LESSON PLAN

1. 150 min. Receiving Feedback for Your Personal Data Base

Guest speaker from the Pikes Peak Community College Testing Center delivers feedback for the Myers Briggs Type Indicator, the Strong Campbell, and the Learning Styles Instrument. Be sure to leave time for questions. Breaks as appropriate.

2. 30 min. Validation of Feedback

Check with participants - Does the feedback you have received sound like an accurate description of you? Encourage those in doubt to check for validation with bosses, team mates, significant others, etc. Have them begin thinking about using this feedback to help them develop goals for their career plan.

MATERIALS NEEDED:

* Instructor and Participant Manuals
* Handouts regarding the MBTI, Strong Campbell, and LSI
These are the responsibility of the testing center.

Preferred Methods of Communication*

Extraversion	Introversion
Communicate energy and enthusiasm	Keep energy and enthusiasm inside
Respond quickly without long pauses to think	Like to think before responding
Focus of talk is on people and things in the external environment	Focus is on internal ideas and thoughts
Need to moderate expression	Need to be drawn out
Seek opportunities to communicate in groups	Seek opportunities to communicate one-to-one
Prefer face-to-face over written communication	Prefer written over face-to-face communication
In meetings, like talking out loud before coming to conclusions	In meetings, verbalize already well thought out conclusions

Sensing	INtuition
Like evidence (facts, details, and examples) presented first	Like global schemes, with broad issues presented first
Want practical and realistic applications shown	Want possible future challenges discussed
Rely on direct experience to provide anecdotes	Rely on insights and imagination to provoke discussion
Use an orderly step-by-step approach in presentations	Use a round-about approach in presentations
Like suggestions to be straightforward and feasible	Like suggestions to be novel and unusual
In meetings, are inclined to follow the agenda	In meetings, are inclined to bypass the agenda
Refer to a specific example	Refer to a general concept

Thinking	Feeling
Prefer to be brief and concise	Prefer to be sociable and friendly
Want the pros and cons of each alternative to be listed	Want to know why an alternative is valuable and how it affects people
Can be intellectually critical and objective	Can be interpersonally appreciative
Convinced by cool, impersonal reasoning	Convinced by personal information, enthusiastically delivered
Present goals and objectives first	Present points of agreement first
Consider emotions and feelings as data to weigh	Consider logic and objectivity as data to value
In meetings, seek involvement with tasks	In meetings, seek involvement with people

Judgment	Perception
Want to discuss schedules and timetables with tight deadlines	Willing to discuss the schedule but are uncomfortable with tight deadlines
Dislike surprises and want advance warning	Enjoy surprises and like adapting to last-minute changes
Expect others to follow through, and count on it	Expect others to adapt to situational requirements
State their positions and decisions clearly	Present their views as tentative and modifiable
Communicate results and achievements	Communicate options and opportunities
Talk of purpose and direction	Talk of autonomy and flexibility
In meetings, focus on the task to be done	In meetings, focus on the process to be appreciated

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*Adapted from *Talking in Type* by Jean Kummerow, Center for Applications of Psychological Type, 1985

EFFECTS OF EACH PREFERENCE IN WORK SITUATION

SENSING TYPES	INTUITIVE TYPES
Dislike new problems unless there are standard ways to solve them.	Like solving new problems.
Like an established way of doing things.	Dislike doing the same thing repeatedly.
Enjoy using skills already learned more than learning new ones.	Enjoy learning a new skill more than using it.
Work more steadily, with realistic idea of how long it will take.	Work in bursts of energy powered by enthusiasm, with slack periods in between.
Usually reach a conclusion step by step.	Reach a conclusion quickly.
Are patient with routine details.	Are impatient with routine details.
Are impatient when the details get complicated.	Are patient with complicated situations.
Are not often inspired, and rarely trust the inspiration when they are.	Follow their inspirations, good or bad.
Seldom make errors of fact.	Frequently make errors of fact.
Tend to be good at precise work.	Dislike taking time for precision.

JUDGING TYPES	PERCEPTIVE TYPES
Work best when they can plan their work and follow the plan.	Adapt well to changing situations.
Like to get things settled and finished.	Do not mind leaving things open for alterations.
May decide things too quickly.	May have trouble making decisions.
May dislike to interrupt the project they are on for a more urgent one.	May start too many projects and have difficulty in finishing them.
May not notice new things that need to be done.	May postpone unpleasant jobs.
Want only the essentials needed to begin their work.	Want to know all about a new job.
Tend to be satisfied once they reach a judgement on a thing, situation, or person.	Tend to be curious and welcome new light on a thing, situation, or person.

Preferred Methods of Communication*

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Respond quickly without long pauses to think	Like to think before responding
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*Adapted from *Talking in Type* by Jean Kummerow, Center for Applications of Psychological Type 1985

UNDERSTANDING YOUR RESULTS ON THE STRONG

Your answers to the test booklet were used to determine your scores; your results are based on what you said you liked or disliked. The results can give you some useful systematic information about yourself, but you should not expect miracles.

Please note that this test does not measure your abilities; it can tell you something about the patterns in your interests, and how these compare with those of successful people in many occupations, but the results are based on your interests, not your abilities. The results may tell you, for example, that you like the way engineers spend their day; they do not tell you whether you have an aptitude for the mathematics involved.

Although most of us know something of our own interests, we're not sure how we compare with people actively engaged in various occupations. We don't know 'what it would be like' to be a writer, or receptionist, or scientist, for example. People using these results are frequently guided to considering occupations to which they had never given a thought before. In particular, this inventory may suggest occupations that you might find interesting but have not considered simply because you have not been exposed to them. Or the inventory may suggest occupations that you ignored because you thought they were open only to members of the opposite sex. Sexual barriers are now falling, and virtually all occupations are open to qualified people of either sex -- so don't let imagined barriers rule out your consideration of any occupation.

Men and women, even those in the same occupation, tend to answer some items on the test differently. Research has shown that these differences should not be ignored -- that separate scales for men and women provide more meaningful results. Generally, the scales for your sex -- those marked in the 'Standard Scores' column corresponding to your sex -- are more likely to be better predictors for you than scales for the other sex would be.

Your answers have been analyzed in three main ways: first, under 'General Occupational Themes,' for similarity to six important overall patterns; second, under 'Basic Interest Scales,' for similarity to clusters of specific activities; third, under 'Occupational Scales,' for similarity to the interests of men and women in 106 occupations. The other two groups of data on the profile -- labeled 'Administrative Indexes' and 'Special Scales' -- are of interest mainly to your counselor. The first are checks to make certain that you made your marks on the sheet clearly and that your answers were processed correctly. The second are scales that have been developed for use in particular settings and require special interpretation; your counselor will discuss them with you.

The Six General Occupational Themes

Psychological research has shown that vocational interests can be described in a general way by six overall occupational-interest Themes. Your scores for these six Themes were calculated from the answers you gave to the test questions. The range of these scores is roughly from 30 to 70, with the average person scoring 50.

Men and women score somewhat differently on some of these Themes, and this is taken into account by the printed statement for each score; this statement, which might be, for example, 'Very High,' is based on a comparison between your score and the average score for your sex. Thus, you can compare your score either with the scores of a combined male-female sample, by noting your numerical score, or with the scores of only members of your own sex, by noting the phrasing of the printed comment.

The difference between the sexes on these Themes are also shown on the profile; the double bars indicate the middle 50 percent of the scores. The extending, single lines cover the middle 80 percent of the scores, and the mark in the middle is the average.

Following are descriptions of the 'pure,' or extreme, types for the six General Occupational Themes. These descriptions are only generalizations; none will fit any one person exactly. In fact, most people's interests combine several Themes to some degree or other.

R-Theme: People scoring high here usually are rugged, robust, practical, physically strong; they usually have good physical skills, but sometimes have trouble expressing themselves or in communicating their feelings to others. They like to work outdoors and to work with tools, especially large, powerful machines. They prefer to deal with things rather than with ideas or people. They enjoy creating things with their hands and prefer occupations such as mechanic, construction work, fish and wildlife management, radiologic technologist, some engineering specialties, some military jobs, agriculture, or the skilled trades. Although no single word can capture the broad meaning of the entire Theme, the word REALISTIC has been used here, thus the term R-Theme.

I-Theme: This Theme centers around science and scientific activities. Extremes of this type are task-oriented; they are not particularly interested in working around other people. They enjoy solving abstract problems, and they have a great need to understand the physical world. They prefer to think through problems rather than act them out. Such people enjoy ambiguous challenges and do not like highly structured situations with many rules. They frequently are original and creative, especially in scientific areas. They prefer occupations such as design engineer, biologist, social scientist, research laboratory worker, physicist, technical writer, or meteorologist. The INVESTIGATIVE characterizes this Theme, thus I-Theme.

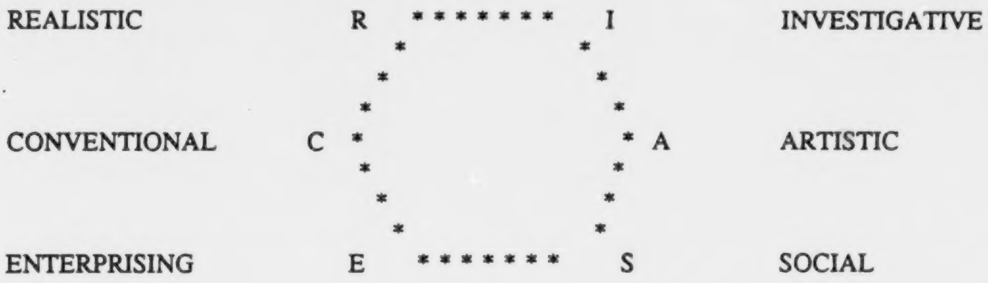
A-Theme: The extreme type here is artistically oriented, and likes to work in artistic settings that offer many opportunities for self-expression. Such people have little interest in problems that are highly structured or require gross physical strength, preferring those that can be solved through self-expression in artistic media. They resemble I-Theme types in preferring to work alone, but have a greater need for individualistic expression, and usually are less assertive about their own opinions and capabilities. They describe themselves as independent, original, unconventional, expressive, and intense. Vocational choices include artist, author, cartoonist, composer, singer, dramatic coach, poet, actor or actress, and symphony conductor. This is the ARTISTIC Theme, or A-Theme.

S-Theme: The pure type here is sociable, responsible, humanistic, and concerned with the welfare of others. These people usually express themselves well and get along well with others; they like attention and seek situations that allow them to be near the center of the group. They prefer to solve problems by discussions with others, or by arranging or rearranging relationships between others; they have little interest in situations requiring physical exertion or working with machinery. Such people describe themselves as cheerful, popular, and achieving, and as good leaders. They prefer occupations such as school superintendent, social worker, high school teacher, marriage counselor, playground director, speech therapist, or vocational counselor. This is the SOCIAL Theme, or S-Theme.

E-Theme: The extreme type of this Theme has a great facility with words, especially in selling, dominating, and leading; frequently these people are in sales work. They see themselves as energetic, enthusiastic, adventurous, self-confident, and dominant, and they prefer social tasks where they can assume leadership. They enjoy persuading others to their viewpoints. They are impatient with precise work or work involving long periods of intellectual effort. They like power, status, and material wealth, and enjoy working in expensive settings. Vocational preferences include business executive, buyer, hotel manager, industrial relations consultant, political campaigner, realtor, sales work, and sports promoter. The ENTERPRISING summarizes this pattern, thus E-Theme.

C-Theme: Extremes of this type prefer the highly ordered activities, both verbal and numerical, that characterize office work. People scoring high fit well into large organizations but do not seek leadership; they respond to power and are comfortable working in a well-established chain of command. They dislike ambiguous situations, preferring to know precisely what is expected of them. Such people describe themselves as conventional, stable, well-controlled, and dependable. They have little interest in problems requiring physical skills or intense relationships with others, and are most effective at well-defined tasks. Like the E-Theme type, they value material possessions and status. Vocational preferences are mostly within the business world, and include bank examiner, bank teller, bookkeeper, some accounting jobs, mathematics teacher, computer operator. The word CONVENTIONAL more or less summarized the pattern, hence C-Theme.

These six Themes can be arranged in a hexagon with the types most similar to each other falling next to each other, and those most dissimilar falling directly across the hexagon from each other.



Few people are 'pure' types, scoring high on one and only one Theme. Most score high on two, three, or even four, which means they share some characteristics with each of these; for their career planning, such people should look for an occupational setting that combines these patterns.

A few people score low on all six Themes; this probably means they have no consistent occupational orientation and would probably be equally comfortable in any of several working environments. Some young people score this way because they haven't had the opportunity to become familiar with a variety of occupational activities.

The Basic Interest Scales

These scales are intermediate between the General Occupational Themes and the Occupational Scales. Each is concerned with one specific area of activity. The 23 scales are arranged in groups corresponding to the strength of their relationship to the six General Themes.

On these scales, the average adult scores about 50, with most people scoring between 30 and 70. If your score is substantially higher than 50, then you have shown more consistent preferences for these activities than the average adult does, and you should look upon that area of activity as an important focus of your interests. The opposite is true for low scores. Your scores are given both numerically and graphically, and an interpretive comment, based on a comparison between your scores and the average score for your sex, also is provided.

Your scores on some of the Basic Interest Scales might appear to be inconsistent with scores on the corresponding Occupational Scales. You might, for example, score high on the Mathematics scale and low on the Mathematician scale. These scores are not errors; they are in fact a useful finding. What they usually mean is that although you have an interest in the subject matter of an occupation (mathematics), you share with people in that occupation (mathematicians) very few of their other likes or dislikes, and you probably would not enjoy the day-to-day life of their working world.

The Occupational Scales

Your score on an Occupational Scale shows how similar your interests are to the interests of people in that occupation. If you reported the same likes and dislikes as they do, your score will be high and you would probably enjoy working in that occupation or a closely related one. If your likes and dislikes are different from those of the people in the occupation, your score will be low and you might not be happy in that kind of work. Remember that the scales of your sex – marked in the 'Standard Scores' column with the sex corresponding to yours – are more likely to be good predictors for you than scales for the other sex.

Your score for each scale is printed in numerals -- for those scales normed for your sex -- and also plotted graphically. Members of an occupation score about 50 on their own scale – that is, female dentists score about 50 on the Dentist F scale, male fine artists score about 50 on the Fine Artist M scale, and so forth. If you score high on a particular scale -- say 45 or 50 -- you have many interests in common with the workers in that occupation. The higher your score, the more common interests you have. But note that on these scales your scores are being compared with those of people working in those occupations; in the scoring of the General Themes and the Basic Interest Scales you were being compared with 'people-in-general.'

The Occupational Scales differ from the other scales also in considering your dislikes as well as your likes. If you share in the same dislikes with the workers in an occupation, you may score moderately high on their scale, even if you don't agree with their likes. But a higher score -- 50 -- reflects an agreement on likes and dislikes.

To the left of each Occupational Scale name are one to three letters indicating the General Themes characteristic of that occupation. These will help you to understand the interest patterns found among the workers in that occupation, and to focus on occupations that might be interesting to you. If you score high on two Themes, for example, you should scan the list of Occupational Scales and find any that have the same two Theme letters, in any order. If your scores there are also high – as they are likely to be – you should find out more about those occupations, and about related occupations not given on the profile. Your counselor can help you.

Academic Comfort and Introversion-Extroversion

There are two Special Scales derived from your Strong responses that may give you additional insight into your interests and expectations.

The Academic Comfort Scale differentiates between people who enjoy being in an academic setting and those who do not. Remember, however, that the Academic Comfort Scale does not measure ability. About 2/3rds of all people who take the Strong score in the range of 32 to 60. People with low scores (below 40) often are inclined to view education as a necessary hurdle for entry into a career. People with high scores (above 50) typically seek out courses that allow them to explore theory and research in their chosen field.

The Introversion-Extroversion Scale is associated with a preference for working with things or ideas (high scores, say, above 55) or with people (low scores, say, below 45). Scores between 45 and 55 indicate a combination of interests that include working with people and ideas or things in the same occupation.

Using Your Scores

Your scores can be used in two main ways: first, to help you understand how your likes and dislikes fit into the world of work; and second, to help you identify possible problems by pointing out areas where your interests differ substantially from those of people working in occupations that you might be considering. Suppose, for example, that you have selected some field of science, but the results show that you have only a moderate interest in the daily practice of the mathematical skills necessary to that setting. Although this is discouraging to learn, you at least are prepared for the choice among (1) abandoning that field of science as a career objective, (2) trying to increase your enthusiasm for mathematics, or (3) finding some branch of the field that requires less mathematics.

In the world of work there are many hundreds of specialties and professions. Using these results and your scores on other tests as guides, you should search out as much information as you can about those occupational areas where your interests and aptitudes are focused. Ask your librarian for information on these jobs and talk to people working in these fields. Talk with your counselor, who is trained to help you, about your results on this test and other tests, and about your future plans. Keep in mind that choosing an occupation is not a single decision, but a series of decisions that will go on for many years. Your scores on this inventory should help.

Strong Interest Inventory of the Strong Vocational Interest Blanks, Form T325. Copyright (c) 1933, 1938, 1945, 1946, 1966, 1968, 1974, 1981, 1983, 1985 by the Board of Trustees of the Leland Stanford Junior University. All rights reserved. Printed under license from Stanford University Press, Stanford, California 94305. Strong Vocational Interest Blanks is a registered trademark of Stanford University Press.

APPENDIX A

Explanation of Relationships Within Data, People, Things Hierarchies

Much of the information in this edition of the Dictionary is based on the premise that every job requires a worker to function in relation to Data, People, and Things in varying degrees. These relationships are identified and explained below. They appear in the form of three hierarchies arranged in each instance from the relatively simple to the complex in such a manner that each successive relationship includes those that are simpler and excludes the more complex.[1] The identifications attached to these relationships are referred to as worker functions, and provide standard terminology for use in summarizing exactly what a worker does on the job by means of one or more meaningful verbs.

A job's relationship to Data, People, and Things can be expressed in terms of the highest appropriate function in each hierarchy to which the worker has an occupationally significant relationship, and these functions taken together indicate the total level of complexity at which he must perform. The last three digits of the occupational code numbers in the Dictionary reflect significant relationships to Data, People, and Things respectively.[2] These last three digits express a job's relationship to Data, People, and Things by identifying the highest appropriate function in each hierarchy to which the job requires the worker to have a significant relationship, as reflected by the following table:

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting-Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
7 No significant relationship	7 Serving	7 Handling
8 No significant relationship	8 No significant relationship	8 No significant relationship

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1. As each of the relationships to People represents a wide range of complexity, resulting in considerable overlap among occupations, their arrangement is somewhat arbitrary and can be considered a hierarchy only in the most general sense.

2. Only those relationships which are occupationally significant in terms of the requirements of the job are reflected in the code numbers. The incidental relationships which every worker has to Data, People, and Things, but which do not seriously affect successful performance of the essential duties of the job, are not reflected.

DATA: Information, knowledge, and conceptions, related to data, people, or things obtained by observation, investigation, interpretation, visualization, mental creation; incapable of being touched; written data take the form of numbers, words, symbols; other data are ideas, concepts, oral verbalization.

0 **Synthesizing**: Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.

1 **Coordinating**: Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determination and/or reporting on events.

2 **Analyzing**: Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.

3 **Compiling**: Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

4 **Computing**: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

5 **Copying**: Transcribing, entering, or posting data.

6 **Comparing**: Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

PEOPLE: Human beings; also animals dealt with on an individual basis as if they were human.

0 **Mentoring**: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.

1 **Negotiating**: Exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions, or solutions.

2 **Instructing**: Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

3 **Supervising**: Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.

4 **Diverting**: Amusing others.

5 **Persuading**: Influencing others in favor of a product, service, or point of view.

6 **Speaking-Signaling**: Talking with and/or signaling people to covey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

7 **Serving**: Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

THINGS: Inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment; products. A thing is tangible and has shape, form, and other physical characteristics.

0 **Setting Up**: Adjusting machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

1 **Precision Working**: Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.

2 **Operating-Controlling**: Starting, stopping, controlling, and adjusting the process of machines or equipment designed to fabricate and/or process objects or materials. Operating machines involves setting up the machines and adjusting the machine or material as the work progresses. Controlling equipment involves observing gages, dials, etc., and turning valves and other devices to control such factors as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials. Setup involves several variables and adjustment is more frequent than in tending.

3 **Driving-Operating**: Starting, stopping, and controlling the actions of machines or equipment for which a course must be steered, or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gages and dials. estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing clutches or brakes; and pushing or pulling gear lifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace charging machines, paving machines and hoisting machines. Excludes manually powered machines, such as handtrucks and dollies, and power assisted machines, such as electric wheelbarrows and handtrucks.

4 **Manipulating**: Using body members, tools, or special devices to work, move, guide, or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object, or material, although this is readily manifest.

5 **Tending**: Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine such as changing guides, adjusting timers and temperature gages, turning valves to allow flow of materials, and flipping switches in response to lights. Little judgment is involved in making these adjustments.

6 **Feeding-Offbearing**: Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 **Handling**: Using body members handtools, and/or special devices to work, move, or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

NOTE: Included in the concept of Feeding-Offbearing, Tending, Operating-Controlling, and Setting Up, is the situation in which the worker is actually part of the setup of the machine, either as the holder and guider of the material or holder and guider of the tool.

HOLLAND'S THEMES

terpretive Report:

Descriptions

The REALISTIC (R) type likes realistic jobs such as an automobile mechanic, aircraft controller, surveyor, farmer, electrician. The R type has mechanical abilities, but may lack social skills. The R type is described as:

Conforming
Frank
Genuine
Hardheaded
Humble
Materialistic
Modest
Natural
Persistent
Practical
Shy
Thrifty

The INVESTIGATIVE (I) type likes investigative jobs such as biologist, chemist, physicist, anthropologist, geologist, medical technologist. The I type has mathematical and scientific ability but often lacks leadership ability. The I type is described as:

Analytical
Cautious
Complex
Critical
Curious
Independent
Intellectual
Introverted
Methodical
Modest
Pessimistic
Precise
Rational
Reserved

The ARTISTIC (A) type likes artistic jobs such as composer, musician, stage director, writer, interior decorator, actor, actress. The A type has musical, artistic or writing abilities, but often lacks clerical skills. The type A is described as:

mplicated
Disorderly
Emotional
Idealistic
Imaginative
Impractical
Independent
Intuitive
Non-conforming
Original

The SOCIAL (S) type likes social jobs such as teacher, religious worker, counselor, clinical psychologist, psychiatric case worker, speech therapist. The S type has social skills and talents, but often lacks mechanical and scientific ability. The S type is described as:

Convincing
Cooperative
Friendly
Generous
Helpful
Idealistic
Kind
Patient
Responsible
Sociable
Sympathetic
Tactful
Warm
Understanding

The ENTERPRISING (E) type likes enterprising jobs such as salesperson, manager, business executive, television producer, sports promoter, buyer. The E type has leadership and speaking abilities but often lacks scientific ability. The E type is described as:

Acquisitive
Adventurous
Agreeable
Ambitious
Attention-getting
Domineering
nergetic
Extroverted
Impulsive
Optimistic
Pleasure-seeking
Popular
Self-confident
Sociable

The CONVENTIONAL (C) type likes conventional jobs such as bookkeeper, stenographer, ancial analyst, banker, cost estimator, tax expert. The C type has clerical and rithmetic ability, but often lacks artistic abilities. The C type is described as:

onforming
Conscientious
Careful
Efficient
Inhibited
Obedient
Orderly
Persistent
Practical
hrifty
Unimaginative

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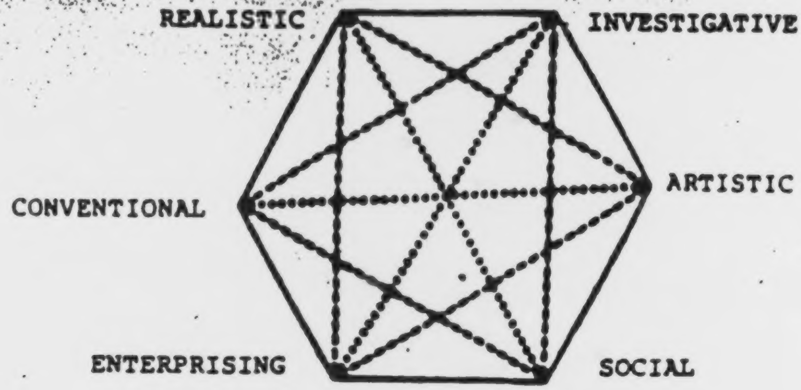

Realistic

Prefers activities involving the manipulation of machinery, tools, or animals. Such an individual may lack social skills.

Investigative

Persons tend to be analytical, curious, methodical, and precise. Often lack leadership skills.

Conventional

Persons enjoy the systematic manipulation of data, filing records, or reproducing materials. Tend to avoid artistic activities and often lack scientific ability.

Artistic

Persons tend to be expressive, nonconforming, original, and introspective. May lack clerical skills.

Enterprising

Enjoys activities that entail manipulating others to attain organizational goals or economic gain, tend to avoid symbolic and systematic activities. Often lack scientific ability.

Social

Persons tend to enjoy working with and helping others but avoid ordered, systematic activities involving tools and machinery.

——— Adjacent categories are most alike
······· Opposite categories are most unlike
– – – Intermediate categories are somewhat alike

Holland's Hexagonal Model. Adapted from J.L. Holland, *Making Vocational Choices: A Theory of Careers*. Englewood Cliffs, N.J.: Prentice-Hall, 1973. This figure originally appeared in *ACT Research Report No. 29*, by J.L. Holland, D.R. Whitney, N.S. Cole, and J.M. Richards, Jr., 1969.

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SESSION 4 - LESSON PLAN

1. 30 min. Identifying your options - (Lecture)
    - * Plateauing
        - What is plateauing?
        - What are the different types of plateauing and their characteristics?
        - Upward mobility as an option
        - Plateauing Exercise - All participants complete and share with class.
        - Identifying options within your current organization and company.
        - Identifying external options
2. 45 min. Organizational Studies
    - * Types of organizational studies
        - Internal
        - External
    - * Determining your organizational target, purpose, sources of information, and what you need to know.
        - Complete group exercise on identifying possible questions for an internal and external organizational study. Split class into two groups and brainstorm possible questions.
    - * Identifying Sources of Information for an Organizational Study
    - * Identifying Your Network - Complete the Network Exercise
    - * Conducting an Informational Interview
    - * Assessing What You Have Found
3. 10 min. Break
4. 60 min. Complete DISCOVER Modules 4 and 5

HOMEWORK:

Conduct an organizational study either internal or external using the information generated in class.

MATERIALS NEEDED:

* Instructor and participant manuals
* Computers with DISCOVER software loaded
* DISCOVER User's Manual
* DISCOVER Posters for the World of Work and the Modules

PLATEAUING

Plateauing is a term coined by Judith Bardwick, and it refers to what happens to individuals when our jobs/lives leave us with a feeling of dissatisfaction. Bardwick believes that there are three types of plateauing that can occur: 1) Structural Plateauing, 2) Content Plateauing, or 3) Life Plateauing.

Structural plateauing occurs when you have gone as far as you can in a particular company/organization, and no matter what you do, you will progress no further in terms of job promotion or advancement. You are structurally plateaued within the organization's structure.

You can be content plateaued within your job as well. Content plateauing is when you are so familiar with your job that it no longer holds a challenge for you.

You can also be life plateaued. Being life plateaued leaves you with a feeling of being trapped. This is where every aspect of your life is so planned or predictable that you begin to feel that you are in a very deep rut that you can not get out of. Life plateauing happens quite often to individuals that we think of as being "workaholics", and it usually takes three to five years to work yourself out of a life plateau.

Bardwick believes there are three primary factors impacting plateauing in our workforce today: 1) demographics, 2) current education levels of our workforce, and 3) the current number of positions available in the workforce. Today we have more people than ever before who are currently in their prime working years, and this will continue to be a problem for some time to come as the baby boomers continue to progress through their working years. Also, we have a more educated workforce than we have ever had before. However, as organizations have continued to flatten out structurally over the last few years (a trend that will continue for the next few years), the opportunities for advancement have continued to narrow. As a result, more and more people will experience the phenomenon of plateauing at some point in time in their working career, and it may be helpful to know some of the characteristics about each type of plateauing.

Structural plateauing is inevitable in most job tracks; therefore, most of us can expect to encounter this at some point in our working lives. It is normal in every career, and we can expect to see it occur at younger and younger ages. It is caused by organizational structure and is driven by impersonal factors such as demographics and economics. As organizations continue to flatten out structurally, we will begin to see more and more people structurally plateaued. This will create significant problems for people only when promotion is an overwhelmingly important motive within the organization and the individual's life.

Content plateauing is the absence of the opportunity to learn or to be challenged by your job. This is often accompanied by a lack of empowerment or autonomy within the job. This can lead to significant feelings of dissatisfaction regarding a job. The challenge then is what can be done to increase the content or scope of your current job. Are there additional responsibilities or duties that will fit within your current position that will allow you to feel a sense of accomplishment, satisfaction, or challenge?

Life plateauing is more serious than the other types of plateauing because it takes longer to make the changes that will get individuals out of this situation. Most people take somewhere between three and five years to work themselves out of a life plateau. Life plateauing occurs when all of life becomes too predictable and repetitive.

What happens when we find ourselves plateaued; what can we do to deal with the situation? Taking a hard look at where we are, and determining what we want to be doing needs to occur. That is why career/life planning becomes such an important personal responsibility in the nineties.

Internal Organizational Studies

Here are some questions you might want to consider if you are conducting an internal organizational study to target a new career path within a company.

- Are there any positions available? If so, when?
- What are the prerequisites or required qualifications for the position?
- What are the opportunities for upward career progression? Lateral expansion?
- Does the organization have a long range business plan? If so, what is that plan? Do they have a mission statement?
- What is the management style of the manager/supervisor? Is this a style that you are comfortable with?
- How is the group organized? Self-empowered work group or individual contributor mode?
- What is the organization's reputation with the rest of the company as a whole? With their customers? With their suppliers? Do they even know who their suppliers and customers are?
- What is the group's status within the overall corporation? Is the organization going to be around for the foreseeable future, or is their work going away?
- How is the group doing financially?
- What problems is the organization facing? Could these problems kill the organization? Is there a chance for you to make a relevant contribution?
- What is the internal environment like?
  - Are the lines of communication in the organization open?
  - Do the members of the organization seem to get along? Is there an atmosphere of mutual respect?
  - Is there an air of formality vs. informality around the organization? If so which do you feel most comfortable with?
  - How much overtime do individuals have to work and why?
  - Is there support from upper level management for what the organization is trying to accomplish?
  - How much support is there for training/education on company time? On your own time?
  - How autonomous are members of the organization?
- What types of information do they like to see in a portfolio/ resume?
- Who does the hiring for the organization?

Sources of Information for Internal Studies

Check any documents that are available internally within the organization/company regarding that particular organization. Talk to some of the group's customers and suppliers. See if you can do an informational interview with someone who works in the organization. If there is a company newsletter, check for recent articles concerning the organization's activity. Utilize your network to its fullest capacity. Try to gather your information from a variety of sources to get an objective view of the organization.

External Organizational Studies

Here are some possible questions you may wish to think about when conducting an external organizational study.

- Are there positions available or positions coming open in the near future?
- What skills will be needed for these positions?
- How does this organization rank within its field?
- Is the organization privately owned? How does this affect advancement within the company?
- Are there other locations throughout the country/world?
- What products/goods/services are produced?
- Is the company growing/downsizing/stabilized?
- What is the company's national/regional/local reputation like?
- Is the company experiencing growth?
- If the company sells stock, how has the stock been doing? Is the financial outlook for the company good?
- How do wages and benefits compare with similar companies in the same field or geographical area?
- What is the organizational structure like? What type of culture/environment does the organization maintain.
- What is the organization's stated mission/goals/clientele?
- What can you find out about the company's history? Clientele?
- What kind of turnover has there been regarding staff? What is the attitude of employees? Are promotions from within the organization? How long has their chief executive been with the organization?
- What problems is the organization facing? Could any of these problems be "fatal" to the organization if they are not dealt with successfully? Can you make a contribution to this company?

Sources of Information for External Studies

If the organization produces an annual report to stockholders, send for it, or pick it up. If there is no annual report, pick up any information the company might be willing the let you have regarding their products/services. Check the newspaper for recent articles regarding the company's activities. Utilize your network. Can you do an informational interview with someone who knows the company or works in the company? Try to gather your information from a variety of sources to insure you chances of obtaining an unbiased picture of the organization.

PLATEAUING EXERCISE

To do this exercise, you may find it helpful to have a copy of your company's organizational chart in front of you. Think about the structure of the organizational chart, the numbers and ages of the people represented by that chart. With that information in mind, answer the following questions.

1. Is your company plateaued? If so, what type of plateauing is it?

2. Are certain departments/organizations within your company plateaued?

3. Are you currently plateaued? If so, what are your plans to deal with this?

4. What is your company/organization doing currently to address this issue?

NETWORKING CONTACT LIST

Co-Workers:

Former co-workers:

Former bosses:

Friends:

Neighbors:

Teachers:

Relatives:

Acquaintances:

Professional contacts:

Social club members:

Sports club members:

Classmates:

PTA members:

Community businesspeople:

Store owners:

Doctor:

Dentist:

Banker:

Lawyer:

Accountant:

Insurance agent:

Religious congregation members:

Chamber of Commerce:

Outside salespeople:

Organizational Study
of
HEWLETT PACKARD

The purpose of this study is to evaluate the present and future performance of Hewlett Packard Company. We sill specifically focus on the employment outlook, organizational structure, research and development, employee benefits, goals and provide our personal conclusions regarding Hewlett Packard.

The **employment outlook** for Hewlett Packard is promising. In 1991 HP improved its financial performance by 10% and increased the net revenue by 4%. Voluntary Severance Incentives and Enhanced Early Retirement offerings helped Hewlett Packard to accomplish down sizing the company. HP has positioned itself to compete competitively in the national as well as the international markets. The acquisition of AVANTEK strengthens HP's component offerings in the worldwide communications market. Sales, support and software development initiatives have been established in five international markets. The demand for HP's existing products has decreased; however, organizational adjustments have been made and the necessary cost controls implemented to ensure profitability and growth. The Colorado Springs Garden of the Gods Plant is consolidating operations from another local plant so the employment outlook is favorable for the Garden of the Gods Plant. The sales and profit margins for their software Business has been good. Future sales are projected to be stable.

Research and Development continues to be a major priority of the company. Ten percent of the net revenue will be allocated to R & D. HP has historically set the pace throughout their product lines in meeting the demands of their customers. In 1990 and 1991 more than 50% of their orders were placed on products introduced within the last two years. Although the company has been losing its edge in the Aerospace and Defense Industries, they are gaining in the Digital-Systems equipment for integrating computer markets.

As for the **Corporate Structure**, a stable leadership base is indicated by sixteen company directors at an average age of 60 years, and in the event of unforeseen director changes there are enough directors to maintain that stable leadership base. Although the business outlook continues to be difficult, the corporate management mutually agrees and are encouraged by the results of their efforts to realign cost structures and the market response to the company's products. They believe HP's products strength and diversity, technology leadership, financial stability and global presence are more than adequate to meet the business challenges that are directly ahead. These corporate values expand throughout the company and manifest themselves in acceptance of their environmental responsibility to the communities they serve, supporting education and research around the world, and providing the opportunities for professional growth to all segments of its increasingly diverse workforce. It is well emphasized by a statement from their Corporate Objectives, "The betterment of our society is not a job to be left to a few; it is a responsibility to be shared by all." The Colorado Springs Garden of the Gods Plant is implementing World Class Manufacturing Principles and ISO-9000 Quality Standards to ensure they remain competitive and meet the demands of the market place.

Organizational Study
of
HEWLETT PACKARD

Hewlett Packard has many **employee benefits** they are: retirement plans, case profit-sharing plan, tax saving capital accumulation plan, financial counseling program, employee stock purchase plan, flexible time off, holidays, flexible work hours, educational assistance program, employee assistance program, medical plan, life insurance program, and several others.

Goals are established at each level of the corporation starting with the CEO and cascading down to each division, each section within the division, and each department within the section. Each area takes into consideration the corporate objectives and looks at the goals set by the corporation, division, section, and department to be sure each area is aligned from the bottom to the top. One more way to indicate another strength of Hewlett Packard Company.

It is our **conclusion** that Hewlett Packard is a company which literally practices "people orientation." They have historically provided a favorable long-term employment opportunity for their employees. In the event of unfavorable economic conditions, HP managements approach has been to place employees wherever possible or offer early retirement incentives so they could avoid layoffs. They have remained competitive by meeting the challenges of new product development. They have historically provided "equal to or better than" salary and other benefits. They are regarded highly by the Colorado Springs community and the majority of their employees exhibit pride in their employer.

Occupations List

Number	Occupation
045	Billing Clerk
046	Biochemist
047	Biologist
048	Biomedical Engineer
049	Biomedical Equipment Technician
050	Blacksmith
051	Blaster/Explosive Worker
462	Blood Bank Technologist
052	Blue-Collar Worker Supervisor
053	Boilermaker
054	Bookbinder
055	Bookkeeper
056	Botanist
057	Bricklayer, Stonemason
058	Broadcast Technician
	Broker, Insurance See Insurance Agent
	Broker, Real Estate See Real Estate Agent
463	Brokerage Clerk
464	Budget Analyst
	Building Custodian See Janitor
059	Building Inspector (Construction)
060	Building Manager
	Bulldozer Operator See Heavy Equipment Operator
	Bus Boy/Girl See Dining Room Attendant
061	Bus Driver
062	Business Manager (Agent)
	Business Machine Servicer See Office Machine Servicer
	Business Representative (Labor Union) See Labor Relations Specialist

Appendix A
Occupations List

Number	Occupation
001	Account Executive
002	Accountant
003	Accounting Clerk
004	Actor/Actress
005	Actuary
006	Administrative Assistant
459	Administrative Services Manager
	Adult/Vocational Education Teacher See Teacher, Adult/Vocational Education
007	Advertising Copywriter
008	Advertising Manager
009	Aerospace Engineer
010	Aerospace Engineering Technician
	Agricultural Equipment Mechanic See Farm Equipment Mechanic
011	Agricultural Scientist
	Agronomist See Agricultural Scientist
012	Air Condition/Refrigeration/Heat Mechanic
	Air Frame and Power Plant Mechanic See Aircraft Technician
013	Air Traffic Controller
014	Aircraft Technician
	Airline Pilot See Airplane Pilot
015	Airplane Pilot
016	Airport Manager
460	Animal Caretaker
017	Animal Scientist
018	Anthropologist
019	Appliance Servicer
	Applications Programmer See Computer Programmer
	Arc Welder See Welder

Occupations List

Number	Occupation
	Child Welfare Worker
	See Social Worker
076	Childcare Worker
077	Chiropractor
	Choreographer
	See Dancer/Choreographer
078	City Manager
079	Civil Engineer
080	Civil Engineering Technician
081	Claims Adjuster
	Cleaner
	See Janitor (Building Custodian)
468	Clerical Supervisor/Manager
082	Clerk (General)
	Clothes Designer
	See Fashion Designer
	Coach
	See Athletic Coach
083	Coal Equipment Operator
084	Coin Machine Mechanic
	Collection Worker
	See Bill Collector
085	College Student Personnel Worker
086	College/University Faculty
087	Columnist
088	Commercial Artist
089	Communications Equipment Mechanic
090	Compensation Manager
091	Compositor/Typesetter
092	Compressor House Operator
	Comptroller
	See Controller (Comptroller)
094	Computer Graphics Artist
093	Computer/Peripheral Equipment Operator
095	Computer Programmer
096	Computer Service Technician

Occupations List

Number	Occupation
114	Customs Inspector
115	Dancer/Choreographer
	Darkroom Technician
	See Photographic Process Worker
116	Data Entry Keyer
	Data Processing Equipment Repairer
	See Computer Service Technician
473	Data Processing Manager
117	Dental Assistant
118	Dental Hygienist
119	Dental Laboratory Technician
120	Dentist
121	Detective, Police
122	Dialysis Technician
	Die Maker
	See Tool and Die Maker
123	Diesel Mechanic
124	Dietetic Technician
125	Dietitian/Nutritionist
126	Dining Room Attendant
127	Director, Industrial Relations
128	Director, Social
129	Director, Social Service
	Disc Jockey
	See Radio/TV Announcer/Newscaster
130	Dispatcher
	Dispensing Optician
	See Optician
131	Displayer, Merchandise
132	Dock Worker (Stevedore)
	Doctor
	See Physician
	Domestic Worker
	See Private Household Worker
	Dorm Director
	See Residence Hall Director

Occupations List

Number	Occupation
154	Energy Conservation Technician
	Engineer
	See' Aerospace Engineer
	Automotive Engineer
	Biomedical Engineer
	Chemical Engineer
	Civil Engineer
	Electrical/Electronics Engineer
	Industrial Engineer
	Locomotive Engineer
	Mechanical Engineer
	Mining Engineer
	Nuclear Engineer
	Petroleum Engineer
	Stationary Engineer
	Test Engineer (Aircraft)
	Environmental Health Engineer
	See Sanitarian
474	Exercise/Aerobic Instructor
155	Executive Housekeeper
	Explosive Worker
	See Blaster/Explosive Worker
	Exporter
	See Importer/Exporter (Wholesaler)
	Exterminator
	See Pest Controller
157	Farm Equipment Mechanic
156	Farm/Home Management Advisor
158	Farm Manager
159	Farmer (Owner)
160	Fashion Artist
161	Fashion Designer
162	Fashion Model
475	Fast-Food Worker
163	FBI Agent

Occupations List

Number	Occupation
187	Garage Supervisor
	Garbage Collector
	See Refuse Collector
	Gardener
	See Grounds Keeper (Gardener)
	Gas Station Attendant
	See Auto Service Station Attendant
	Gas Station Manager
	See Auto Service Station Manager
479	General Manager/Top Executive
188	Geneticist
189	Geographer
190	Geologist
191	Geophysicist
480	Geriatric Aide
192	Gerontologist
193	Glazier
481	Government Chief Executive/Legislator
	Grocery Store Clerk
	See Check-out Clerk (Grocery)
	Grocery Store Manager
	See Supermarket Manager
194	Grounds Keeper (Gardener)
195	Group Social Worker
196	Guard (Security)
	Guide
	See Travel Guide
	Hairdresser
	See Beautician/Cosmetologist
197	Hazardous Waste Technician
	Health Record Technician
	See Medical Record Technician
198	Health Services Administrator
199	Heat Treater
	Heating Mechanic
	See Air Condition/Refrigeration/Heat Mechanic

Occupations List

Number	Occupation
275	Molder (Foundry)
276	Motion Picture Projectionist
277	Motorcycle Mechanic
278	Musical Instrument Repairer
	Music Teacher
	See Teacher (Art, Music, Drama, Speech, etc.)
279	Musician
488	Nanny
	Natural Resources Police Officer
	See Fish & Game Warden
	Newspaper Reporter
	See Reporter/Correspondent
280	Nuclear Engineer
281	Nuclear Medicine Technologist
282	Nuclear Reactor Operator
283	Nurse Anesthetist
284	Nurse Practitioner
285	Nurse, Licensed Practical
286	Nurse, Registered
287	Nursery School Attendant
288	Nursing/Psychiatric Aide
	Nutritionist
	See Dietitian
289	Occupational Therapist
290	Oceanographer
291	Office Machine Operator
292	Office Machine Servicer
293	Office Manager
489	Operations Research Analyst
490	Ophthalmic Lab Technician
	Optical Laboratory Technician
	See Optician
295	Optician
296	Optometric Assistant
297	Optometrist

Occupations List

Number	Occupation
	Interpreter
	See Foreign Language Interpreter
	Interviewer
	See Employment Interviewer
484	Interviewing/New Accounts Clerk
	Ironworker
	See Structural Steel Worker
222	Janitor (Building Custodian)
223	Jeweler
224	Job Analyst
225	Job and Die Setter
226	Judge
227	Kitchen Helper
228	Labor Relations Specialist
229	Laboratory Tester
230	Landscape Architect
231	Laser Technician
232	Lather
233	Lawyer
234	Legal Assistant
235	Legal Secretary
236	Librarian
237	Library Assistant
238	Library Technician
239	Line Installer/Cable Splicer
241	Lithographer
242	Loan Officer
243	Lobbyist
244	Locksmith
245	Locomotive Engineer
246	Logger
	Longshoreman
	See Dock Worker (Stevedore)
247	Machine Repairer
248	Machine Tool Operator
249	Machinist

Occupations List

Number	Occupation
366	Reporter/Correspondent
367	Reservations Agent
368	Residence Hall Director
369	Respiratory Therapist
370	Restaurant/Bar Manager
	Reviewer
	See Critic (Book or Theater)
371	Robot Technician
372	Roller
	Roman Catholic Priest
	See Priest
373	Roofer
374	Roustabout
	Route Driver
	See Driver, Sales Route
375	Safety Engineer
376	Sailor
377	Sales Manager
	Sales Representative
	See Manufacturer Representative
	Sales Route Driver
	See Driver, Sales Route
378	Sales Worker (Retail)
379	Sample Distributor
380	Sanitarian
	Sanitary Engineer
	See Refuse Collector
	School Counselor
	See Counselor, School/College
	School Principal
	See Educational Administrator
493	Science Technician
	Secondary Teacher
	See Teacher, Secondary
381	Secretary
382	Securities Sales Agent

Occupations List

Number	Occupation
324	Physicist
325	Physiologist
	Piano Tuner
	See Musical Instrument Repairer
	Pilot
	See Airplane Pilot
326	Pipefitter
327	Plasterer
328	Plumber
329	Podiatrist
330	Police Officer
331	Political Scientist
332	Pollution-Control Technician
333	Porter
334	Postal Clerk
335	Postmaster/Mistress
336	Power House Mechanic
337	Power Plant Operator
	Preschool/Kindergarten Teacher
	See Teacher, Preschool/Kindergarten
338	Priest
339	Printing Press Operator
340	Private Household Worker
	Private Investigator
	See Detective, Police
341	Product Demonstrator
342	Production Planner
	Professional Athlete
	See Athlete (Professional)
	Professor
	See College/University Faculty
	Programmer
	See Computer Programmer
	Projectionist
	See Motion Picture Projectionist
343	Proofreader

Occupations List

Number	Occupation
	TV/Radio Engineer
	See Radio/TV Engineer
	TV/Radio Program Writer
	See Radio/TV Program Writer
	TV/Radio etc. Repairer
	See Radio/TV etc. Repairer
	Typesetter
	See Compositor/Typesetter
445	Typist
	Ultrasound Technologist
	See Sonographer
	Upholsterer
	See Furniture Upholster
446	Urban Planner
	Vending Machine Servicer
	See Coin Machine Mechanic
447	Veterinarian
	Vocational Agriculture Teacher
	See Teacher, Vocational Agriculture
448	Waitress/Waiter
449	Warehouse Supervisor
450	Warehouse Worker
451	Watch Repairer
452	Water Plant Operator
453	Weather Observer
496	Weight Reduction Specialist
454	Welder
	Wholesaler
	See Importer/Exporter
455	Wire Drawer
497	Woodworker
456	Word Processor
457	Writer/Author
458	Zoologist

Occupations List

Number	Occupation
395	Stationary Engineer
396	Statistical Clerk
397	Statistician
398	Stenographer
	Stevedore
	See Dock Worker (Stevedore)
	Steward/Stewardess
	See Flight Attendant
399	Stock Clerk
	Stockbroker
	See Securities Sales Agent
400	Stone Cutter
	Stonemason
	See Bricklayer, Stonemason
401	Store Detective
240	Store Manager
402	Structural Steel Worker
403	Stunt Performer
404	Supermarket Manager
405	Surgeon
	Surgical Technician
	See Operating Room Technician
294	Surgical Technologist
406	Surveyor, Helper
407	Surveyor, Land
	Systems Analyst
	See Computer Systems Analyst
408	Tailor/Dressmaker
409	Tax Accountant
410	Taxicab Driver
411	Teacher (Art, Music, Drama, Speech, etc.)
412	Teacher Aide
413	Teacher, Adult/Vocational Education
414	Teacher, Business
415	Teacher, Elementary
416	Teacher, Industrial Arts

LESSON 5 - LESSON PLAN

1. 50 min. * The Role of Education in Career Planning (Lecture)
    - Identifying questios they want answered
    - Identifying Internal Options
    - Technical Training, Job Training, Life Experience, and Higher Education
    - Answering Questions about the world of education in general. Have the group brainstorm questions they have about higher education in general and then answer them.
2. 10 min. Break
3. 50 min. Guest speaker on SWEEP Program
4. 10 min. Break
5. 60 min. Introduce concept of Career Planning

MATERIALS NEEDED:

* Instructor and Participant Manuals
* Guest Speaker

FINANCIAL AID

College Work Study Program

Students with need may work part-time while attending school, and they may work full-time during the summer and other vacation periods.

The employer pays a small part of the wages and the students usually receive minimum wages, but may earn more for specialized work.

Most positions are on campus, and awards are made by the school.

Stafford Loan Program

A student may borrow from a bank or other lender, and a state or other private nonprofit agency will guarantee the loan. Annual loan limits are $2,625 for the first two years of undergraduate study, $4,000 for subsequent undergraduate study, and $7,500 for graduate study, aggregate limits are $17,250 for undergraduates and $54,750 for graduates including the undergraduate amount. A fee of 5% of the principal loan amount will be deducted before it is disbursed. The federal government pays the interest on the loan while the student is in school.

Repayment and interest begin six months after the student graduates, leaves school, or drops below half-time enrollment. The interest rate is 8% throughout the in-school period and four years of repayment and increases to 10% beginning with the fifth year of repayment.

Perkins Loan

To be eligible, you must show financial need and be enrolled at least half-time at a participating institution. Loans are $4,500 for the first two years, $9,000 for undergraduate study and $18,000 total for undergraduate study and graduate or professional study.

Repayment and interest (5% a year) begin nine months after the student finishes school or drops below half-time enrollment. Repayment may be made over ten years (usually a minimum of $30 per month). Deferments may be granted if student enrolls again at half-time or more.

PlUS Loans and Supplemental Loans for Students

PLUS Loans are for parents who want to borrow money to help pay for their children's education.

Supplemental Loans for students are for student borrowers. Like Stafford Loans, both of these loans are made by a lender such as a bank, credit union, or savings and loan association. The annual loan limit is $4,000. The aggregate limit is $20,000. The federal government does NOT pay the interest on the loan while the student is in school. Repayment begins 60 days after the disbursement and the interest rate is variable.

Pell Grant Program

To be eligible, you must show financial need, be enrolled as an undergraduate student, state a program of study at an eligible school, and be a United States citizen or permanent resident, or meet certain citizenship requirements.

Grants range from $200 to $2,300 depending on financial need, and the money approximated by congress to fund the program in any given year.

The amount awarded is decided by the school according to eligibility and need criteria established by the federal government.

Supplemental Educational Opportunity Grant

The Supplemental Educational Opportunity Grant (SEOG) Program provides grants to a limited number of undergraduate students with financial need.

This program is administered by the school and has a maximum award of $4,000 per year. Preference is given students with exceptional financial need who also receive Pell Grants.

Bureau of Indian Affairs Grants - BIA

Administered by the Department of the Interior, this program provides grants to students who:

- are members of a federally recognized tribe
- have been accepted by a college or institution
- show financial need

For further information, contact a Bureau of Indian Affairs Office.

National Achievement Scholarship Program for Outstanding African American Students

The program is administered in conjunction with the National Merit Scholarship Program. Its purpose is to increase educational opportunities for academically promising African American Students.

For further information, see your high school counselor or contact:

The National Merit Scholarship Corporation
One Rotary Center
1560 Sherman Avenue
Evanston, IL 60201
708-866-5100

National Merit Scholarships

This independently financed program recognizes academically talented high school students through a national exam taken (usually) in the junior year.

Four-year renewable awards range from $250 to $8,000 per year depending on need. Some finalists receive one-year, non-renewable, non-need based awards of $2,000.

For further information, se your high school counselor of contact: Same address as above.

Veterans' Educational Benefits

Three programs which provide educational assistance are administered by the Veterans' Administration: G.I. Bill, Dependents' Educational Assistance Program, and Veterans' Administration Contributory Benefits Programs. For further information, contact your nearest Veterans' Administration Office.

Vocational Rehabilitation

Financial assistance for educational expenses is available for some students who have physical, emotional, or vocational handicaps. For further information, contact your State Department of Vocational Rehabilitation.

SESSION 6 - LESSON PLAN

1.	50 min.	Review LSI results and discuss how learning styles fit in with the MBTI and Career Planning.
2.	10 min.	Break.
3.	2 hrs.	DISCOVER MODULES 6 and 7 Tie up any loose ends Break as appropriate

MATERIALS NEEDED:

* Instructor & Participant Manuals
* Computers with DISCOVER software loaded
* LSI & MBTI Results
* DISCOVER User's Manuals
* DISCOVER Modules and World of Work Poster

SESSION 7 - LESSON PLAN

1. 50 min. Goal Writing Exercise
    - * Writing Long Term Goals
        - - Definition of Long Term Goals
        - - Brainstorm Long Term Goals - 8 min.
        - - Evaluate Your List
    - * Writing Mid Term Goals - 8 min.
        - - Definition of Mid Term Goals
        - - Brainstorm Mid Term Goals
        - - Evaluate Your List
    - * Writing Short Term Goals - 8 min.
        - - Definition of Short Term Goals
        - - Brainstorm Short Term Goals
        - - Evaluate Your List
2. 10 min. Break
3. 30 min. Go over Career Plan Form with group and begin to fill in the information participants have to date.
4. 20 min. Discuss organizational studies from the last week. What they found. What problems did they encounter? etc.
5. 10 min. Break
6. 60 min. Complete DISCOVER Modules 8 and 9

HOMEWORK:

* Finish filling out Career Plan with the information participants have to date.

MATERIALS NEEDED:

* Instructor and Participant Manuals
* Computers with DISCOVER software loaded
* DISCOVER User's Manuals
* DISCOVER Modules Poster and World of Work Poster

JOB SEARCH/CAREER STRATEGY PLAN

Name____ Date Prepared____________________

PERSONAL DATA BASE

Myers Briggs Type Indicator:

Letter	____	____	____	____
Score	____	____	____	____

Strong Campbell:

Realistic	____	Investigative	____
Conventional	____	Artistic	____
Enterprising	____	Social	____

Learning Styles Instrument:

Assimilator	Converger
________	________
Accommodater	Divergent
________	________

CAREER GOALS:

Long Term: ____

____

____

____

Midterm: ____

____

____

____

Short Term: ____

____

____

____

SHORT TERM CAREER/EMPLOYMENT OBJECTIVE:____________________

____

Salary Expectation: ____________________________

Future Occupational Outlook: ____________________________

Education/Training Needed:

____________________________ ____________________________

____________________________ ____________________________

____________________________ ____________________________

____________________________ ____________________________

Financial Resources Needed:

MIDTERM CAREER/EMPLOYMENT OBJECTIVE:

Salary Expectation:
Future Occupational Outlook:

Education/Training Needed:

Financial Resources Needed:

LONG TERM CAREER/EMPLOYMENT OBJECTIVE:

Salary Expectation:
Future Occupational Outlook:

Education/Training Needed:

Financial Resources Needed:

EMPLOYMENT/CAREER GOAL: ______________________________

Objectives	Activities	Estimated Comp. Date

Objectives	Activities	Estimated Comp. Date

SESSION 8 - LESSON PLAN

1.	85 min.	Landing That New Job - Developing a Plan of Attack - Financial Planning for a Job Search
2.	10 min.	Break
3.	85 min.	Power Writing - Preparing to Write Your Resume - Types of Resumes - Resume Dos and Don'ts - Letter Writing * Letters of Interest * Cover Letters * Follow-up Letters

HOMEWORK:

* Write your resume and bring it to class with you. Be prepared to have it critiqued.

MATERIALS NEEDED:

* Instructor and Participant Manuals

INSTRUCTOR PREPARATION PRIOR TO SESSION 9:

If participants are serious about doing mock interviews, you may want to consider having an outsider come in to do the mock interviews. Someone who has a lot of experience interviewing and is comfortable role playing can be very helpful in this type of situation. Usually people with a strong personnel background are very comfortable doing this. Ask the interviewer to be prepared with illegal questions to ask etc. It is also helpful to ask the participants to come dressed in their "interview best". Participants will also need to bring copies of their completed resumes. The number of copies needed will depend on how the resume critique is to be handled. (See session number 8.)

THE PLAN OF ATTACK

Attitude Counts

It's normal to be stressed during a period of transition. It's also essential to remain positive. You will need to take care of your health by eating, sleeping, and exercising properly, and to accept support from your support system.

You must be patient--with yourself and with others. Think of this period as an opportunity to take stock of yourself and your future and to move in a direction of your choice.

The average person changes careers--not just jobs, but **careers**--four or more times. This is your opportunity to explore careers that may hold more interest and promise for you than your previous choice. Most people have interests and skills that are much broader than their current job. Now is a good time for you to assess your own interests, skills, knowledge, and experience to determine your future directions.

A job search is a full-time job. Past experience has shown that those individuals who spend four to six hours per day in their preparation and search effort are the most successful. A 50-hour per week effort is likely to get you a job twice as fast as a 25-hour per week effort. Your job, at this point, is to "package and market" yourself. You will need to approach this in the same disciplined, orderly way you would approach any job.

You may want to consider retraining or additional education as a means to the career you want. You may want to consider going into business for yourself. The possibilities are endless, and the decision is yours. Give yourself the gift of considering the alternatives and deciding what is best for you.

Self-Assessment

Self-assessment is a key part of a successful job search. It will provide you an opportunity to reflect on past successes and to identify patterns of what worked and what didn't so that you may integrate that understanding into your job search.

You will need to understand your job needs and preferences and your goals, as well as your skills and accomplishments. You also need a clear understanding of your financial realities.

DEVELOPING YOUR PLAN

Published vs. Unpublished Openings

Approximately only 5% of all openings are advertised in newspapers, and another 10-15% are published through recruiters and placement agencies.

Most job seekers find new positions through their own contacts--the process known as networking. An average of 70% of all positions are filled through networking. Only 15% of job seekers find positions through agencies and search firms, 10% through sending targeted mailings, and 5% through answering employment ads.

Networking

Since networking is the most effective job search strategy, you will want to spend some time making sure that your network is up to date. You can use the network process to find out more about the industry in general, and your target company in particular; to increase your contacts, obtain referrals, and enlarge your network to get more people involved in your job search process; to gain exposure through meetings and communication; and to be remembered, so that if a position becomes available, your contact will consider you.

To build your network, identify all of the people you know, determine what kind of information to ask of each contact, and prioritize your list of contacts. Be prepared to give your best story to each contact, so that they know what they can offer to you. Most people are very willing to offer help and support if they can, so don't be reluctant to ask. Develop a method of keeping track of whom you have contacted and when.

When you talk with your contacts, don't ask for a job. Let them know that you are seeking information and ideas from them--not a job. Make it clear that you will not take a great deal of their time, and that you are well prepared with specific questions and requests.

Be sure that you have prepared your introduction about yourself and the purpose of your discussion.

- Take no more that 1-2 minutes to lay the groundwork for your discussion.
- Explain your job goals and marketing strategy for achieving them.
- Mention your target industries and specific target companies you have identified.
- Present your resume for reference or feedback.
- Ask for feedback, advice, or information on your marketing campaign.
- Ask for names and referrals of key people. Get the name of three additional people you can contact.
- Get closure on any follow-up or action items either of you agreed to.
- Offer to keep him/her informed on your campaign progress.

Follow up all networking meetings with thank-you notes. If you've agreed to send any materials or information, do so.

Call your contacts periodically to touch base with them and keep your name in the forefront of their attention.

Search Firms

Remember that search firms work for the employer, not the applicant. Their goal is to find the right match for the firm, not necessarily for you.

Retainer firms are paid by the company on a retainer basis to locate qualified people for specific positions. They will search for the right candidates on an exclusive basis, and they will receive their fees whether or not the candidates they identify are selected by the company, and whether or not the selected candidate is successful.

Contingency firms are paid a fee by the company only when the individual presented by the contingency firm is hired. A candidate hired by a company through a contingency firm can cost up to one third of their annual salary. There is usually a 60-90 day period in which the fee will be refunded if the candidate does not work out.

Employment Agencies

A few agencies may require you to sign a contract that commits you to pay a percentage of your new income after you take a job--usually 10-15% of your annual starting salary. Even if you quit the job, you may still have to pay it. However, it is becoming more common for the employer to pay the entire agency fee. Always ask if the agency is "fee paid".

Remember that agencies make their money by placing as many individuals as possible. This may mean that your resume will be circulated widely without letting you know first, and it may mean that the same agency will also circulate resumes of competing individuals for the same position. They may also push you to take a position that is not right for you, just to increase their volume of placements.

You must be assertive in working with agencies to maintain control of your job search. Insist that they check with you so that they don't send your resume to a company that has already received it. Check in with them regularly so you can control and use them to your best advantage.

Mass Mailings vs. Targeted Mailings

Using a broadcast letter that could apply to all the companies on your list has the lowest return of all strategies, and probably is not worth your time.

By identifying specific companies on that list which you believe have a strong potential in your job search campaign, you'll use a letter that is specifically composed for each particular company. Build these letters according to the following format.

- FORMAT: It should have four paragraphs, each serving a specific purpose.

The Opening. It must catch the eye and hold the attention. This opening should be your most outstanding accomplishment, followed by the explanation in three lines of how you did it.

Second Paragraph. Describe your most recent work experience: Title, Corporation and responsibilities.

Third Paragraph. State, "Several of my other important accomplishments are...", then list four to six of your work accomplishments which are relevant to the position you are seeking. List these accomplishments in order of importance, not by chronological order. Sell your accomplishments.

Final Paragraph. "I would welcome the opportunity to discuss with you how my experience and abilities could contribute to your efforts in the ... arena. I will call you in the next few days to set up a mutually convenient time when we might discuss a position in your organization. If no position is currently available, I would appreciate whatever information you could give me about other opportunities in .... Thank you very much."

You may insert educational background in the final or second paragraph.

- LENGTH: No more than two pages.

- DO NOT INCLUDE: Personal information, salary information, references, resume.

Send the letter to a specific department, not to Personnel.

Mail ten to fifteen letters per week and then follow up by phone within five days. Try to get an appointment even if no appropriate job is open. This process may help you to uncover more unadvertised openings than any other method besides networking.

Answering Employment Advertisements

Open Ads vs. Blind Ads

Open ads include the company name, and are usually placed directly by the Personnel Department. Open ads imply that the company reputation is an attractive aspect of the job opportunity.

Blind ads do not reveal the company name. This allows the company to save time and energy by not having to reply to every ad response; to set its own time frame for interviewing and hiring; and to protect the company from candidates calling and following up on their material.

Blind ads may also be used by executive recruiters and employment agencies to develop business and contacts, and may not necessarily represent existing job openings.

Factors Affecting the Length of the Job Search

AMOUNT/QUALITY OF EFFORT

The job search should be your full-time effort. The more time you put into it, the faster your return to work.

CONDITION OF THE JOB MARKET

If the job market is depressed, consider looking at new fields to which you might transfer your skills and experience.

JOB AND SALARY LEVEL

The higher your level, the longer it may take for you to find a new position. A rule of thumb is one month per $10,000 of salary--depending, of course on how hard you work at the search.

FACTORS BEYOND YOUR CONTROL

Emphasize your skills and ability to do the job, to diminish the influence of other factors.

GEOGRAPHICAL LIMITS

By being open to commuting or moving, you expand your possibilities.

LUCK

Of course, it helps to be in the right place at the right time, and to know the right contacts. Of course, the more flexible you are, the better your luck will be.

Depending upon all the factors, your job search may run from one month to one year. The average job search will run four to eight months.

FINANCIAL PLANNING

You will need to examine your financial situation to see if you have the staying power necessary for the length of your job search. By analyzing your past expenses and income, you'll be able to estimate future cash flow needs. Look at:

MONTHLY UNCHANGING EXPENSES: Consider your best estimate of expenses for food, rent/mortgage, utilities, and other payments.

PERIODIC EXPENSES: Estimate your periodic expenses for the months in which they occur. These include things like real estate taxes and insurance.

COMPANY PAY: Extend your company pay under income for as far as your severance goes. Ration your severance pay over a period of time as if it were a salary.

SAVINGS: Add up the monthly outgo and income figures and see when you will have to draw upon your savings. Think about whether or not you want to do this. As an alternative, look at how you might cut expenses, postpone, or eliminate them.

If you have accrued benefits payable to you at termination, such as thrift plans or vested pension, you may need reliable tax advice and investment advice regarding how and when to receive pay-outs. Ask your accountant, your banker, your attorney, or someone else whose judgment you respect, to recommend a financial planner.

FINANCIAL PLANNING

MONTHLY EXPENSES

Housing

- Rent or mortgage
- Maintenance
- Home insurance
- Taxes

UTILITIES

- Electricity
- Gas
- Telephone
- Water/sewer
- Trash removal

FOOD/DRINK

TRANSPORTATION

- Gasoline/oil
- Car repairs, tires, maintenance
- Insurance, car payments
- Commuter expenses

EDUCATION

- Tuition, books
- Professional dues
- Newspapers, Subscriptions

HEALTH AND PERSONAL CARE

- Life insurance
- Health insurance
- Doctors, dentists
- Pharmacy
- Hair/beauty
- Health club

RECREATION & ENTERTAINMENT

- Meals out
- Vacation, trips
- Parties, presents, clubs, shows
- Hobbies, cable TV

HOUSEHOLD PURCHASES

- Furniture/appliances
- Gadgets, supplies

CLOTHING PURCHASES
- Adults
- Children

TAXES
- Income (federal, state)
- Other

MISC. EXPENSES

TOTAL MONTHLY OUTGO

TOTAL MONTHLY INCOME

NETWORKING CONTACT LIST

Co-Workers:

Former co-workers:

Former bosses:

Friends:

Neighbors:

Teachers:

Relatives:

Acquaintances:

Professional contacts:

Social club members:

Sports club members:

Classmates:

PTA members:

Community businesspeople:

Store owners:

Doctor:

Dentist:

Banker:

Lawyer:

Accountant:

Insurance agent:

Religious congregation members:

Chamber of Commerce:

Outside salespeople:

Power Writing

We are now transitioning our discussion of résumé content (what goes into the résumé) to résumé writing (how it is expressed). Writing style is a foremost factor in the résumé preparation process for three reasons:

1. Clarity - Information needs to be conveyed in a clear, concise manner that fosters good understanding and favorable communication.
2. Conciseness-Several years of experience need to be effectively condensed into a one or two-page format.
3. Forcefulness-Your message needs to be strong. It should have maximum impact in a minimum amount of space.

The art of saying things in a clear, concise and forceful manner is what I call *power writing.* Power writing is a well-advised technique that can give you the edge when competing with the myriad of résumés an employer must read.

Let's examine some of the basic principles of power writing. Having considered these principles, we will then review some examples of power writing to further emphasize its importance.

Rules of Power Writing

The fundamental rules of power writing are as follows:

1. Job Title-Avoid repeating your job title when describing your responsibilities and accomplishments. This is unnecessary since your title has already been stated as part of the résumé heading.
2. Pronoun I-Avoid using the pronoun I in the text of your résumé. Since this is your résumé, the I is understood.
3. Action Verbs-Where possible, start sentences with an action verb followed by a noun or an adjective. This forces brevity and conciseness.
4. Incomplete Sentences-In résumé writing, it is not always necessary to write in complete sentences to communicate effectively. This is particularly true since, in résumé writing, the pronoun I is understood. The use of descriptive phrases and clauses is acceptable as long as they convey a complete thought and are clearly understood.
5. Condense/Consolidate-Where possible, condense related information into a single statement rather than making separate statements. Eliminate all nonessential information which adds little or no meaning to your employment qualifications.
6. Quantitative Descriptions-Where possible, use quantitative terms to describe your position and accomplishments. This provides a sense of dimension or magnitude that is helpful in conveying fuller understanding and also makes the résumé far more interesting to read.

Reference: The Complete Job Search Book
By: Richard H. Beatty

If you know what to say, how to organize it, and how to express it, there should be little reason to feel uncomfortable about the resume process. In addition, the more you have prepared and rehearsed, the more comfortable you will feel in your ability to write a suitable resume. This chapter is designed to assist you in developing these preparation skills, and the confidence to move on to the actual writing.

Moreover, the direction of this chapter will be twofold. First, we will focus on systematically gathering the necessary data about you and your background. Second, we will focus on writing skills, i.e., how to word the resume to achieve maximum effectiveness. The subject of format (how to organize the resume) will be dealt with in the subsequent chapters entitled *The Reverse Chronological Resume* and *The Functional Resume.*

Personal Data

Before you can proceed with the actual process of resume writing, you will need to have a considerable amount of personal data at your fingertips. Further, these facts must be organized in such a manner as to be easily accessible when you need them. This advance preparation is essential to assuring an orderly, efficient resume process. It is intended to save you time and frustration.

The following forms have been designed to assist you in systematically collecting the key information that you will need to have available once the actual writing process begins.

Professional Experience

Directions Starting with your most recent employer, list all previous employment: dates of employment, name of employer, division for which you worked, title of position held, title of person to whom you reported, job description (functional responsibilities and size/scope of poition), and major accomplishment.

Dates Employed From ______________ to ______________________

Employer ____

Division ____

Position title ____

Reported to ____

Responsibilities ____

____

____

Accomplishments ____

____

____

Military Service

Dates served From ____________________ to ____________________

Branch of service ____

Unit ____

Rank at discharge ____

Date of discharge ____

Type of discharge ____

Community Service

Date From ____________________ to ____________________

Organization ____

Offices held ____

Dates held From ____________________ to ____________________

Date From ____________________ to ____________________

Organization ____

Offices held ____

Dates held From ____________________ to ____________________

Hobbies/Activities

List all hobbies and activities in which you are currently active:

____

____

Reference: The Complete Job Search Book
By: Richard H. Beatty

RESUME WRITING

THE PURPOSE OF A GOOD RESUME

A well written resume communicates your objective and qualifications to prospective employers. It lets the employer know how you can best meet their needs. To an employer your resume communicates your value and serves as a screening device. In many cases you have 20-30 seconds to make an impact-to get that employer to select you as a candidate for an interview.

DID YOU KNOW THAT .....

80% OF ALL RESUMES ARE INEFFECTIVE BECAUSE MANY PEOPLE:

1) **DON'T UNDERSTAND THE PURPOSE AND DEFINITION OF A RESUME.**
2) **LACK AN OBJECTIVE.**
3) **INCLUDE INFORMATION THAT IS OF LITTLE INTEREST TO THAT PROSPECTIVE EMPLOYER.**
4) **DEVELOP RESUMES THAT ARE TOO LONG OR TOO SHORT**
5) **DEVELOP RESUMES THAT ARE UNATTRACTIVE**

OTHER PROBLEMS ASSOCIATED WITH RESUMES:

* poor layout
* misspelling, punctuation errors, and poor grammar
* unclear purpose
* too much jargon
* poorly typed and reproduced
* unexplained time gaps
* too boastful
* dishonest or deceitful
* difficult to understand

HIGH IMPACT RESUMES DO THE FOLLOWING:

* clearly communicate your purpose and qualifications as they relate to an employer's needs

* are concise and easy to read

* immediately motivate the reader to read it in-depth

* tell employers that you are a "doer" who can solve their problems

Well-defined

It is not enough for a job objective to be realistic and achievable; it must also be well-defined. It is difficult to build a meaningful job search strategy if your job objective is too obscure. For the most desirable results, your job objective should be specific in the following dimensions:

1. Organizational level
2. Functional area
3. Specialty (if required)
4. Industry
5. Geography

Using these parameters, a proper statement of objective would be:

> I seek a position as Director of Corporate Accounting in the banking or financial management field located in the northeastern United States.

This is a well-defined objective that will allow you to maximize the job search planning process and focus your job search resources for optimal results.

In contrast, consider this poorly defined objective:

> I seek a director level position in the financial field.

As you can readily see, it will be much more difficult to put together a meaningful job search strategy to meet this objective than in the preceding example. Without definition of the functional specialty and geographical zone, the job objective is so vague that a meaningful job search plan becomes very difficult to draft. It should also be pointed out that the lack of a well-defined objective will also impair the preparation of a good résumé. A résumé based on an indistinct objective can not be properly tailored to showcase your relevant skills, capabilities and experience. Likewise, it will make it harder to plan a decent interview strategy. Overall, a poorly defined job objective will substantially reduce the effectiveness of your entire job search campaign.

Establishing Your Own Objective

Using the advice and guidelines provided in this chapter, try writing your own statement of job hunting objective by completing the following statement:

I seek a position as ________________________________ in the

________________________ field located in ________________________

Now test whether this objective is realistic and achievable by asking yourself the following questions:

1. Does my current job level support the job level that I am seeking?
2. Does my level of experience support the job level that I am seeking?

Reference: The Complete Job Search Book
By: Richard H. Beatty

RESUME FORMATS

THE CHRONOLOGICAL RESUME

Eighty percent of all resumes sent use this format. There are two types of chronological resumes, the traditional format and the improved format.

Traditional Chronological Format

This type of resume simply summarizes your work history. A job objective is usually not listed and it tends to list dates and names first, duties and responsibilities second as well as including a lot of extraneous information such as height, weight, age, marital status, hobbies, etc.

Pros: This resume is easy to write.

Cons: It is usually quite ineffective because its only purpose is to inform people about what you have done in the past as well as where you did it, with whom, and when. It does not tell an employer about what you want to do, can do, and will do for them.

Improved Chronological Format

This format communicates your purpose, past achievements, and probable future performance. You will want to include a work objective that reflects your work experience and professional goals. The work experience section should include names and addresses of former employers plus a brief description of your accomplishments and responsibilities. Employment dates should follow last as they are of least importance. Stress your accomplishments and skills as opposed to your duties and responsibilities. You want to show that you are a "doer".

Pros: Use this format when you are applying for a position for which you have extensive work experience that is directly related to the position for which you are applying.

Cons: Do not use this format if you are changing careers or have extensive gaps in your employment history.

FUNCTIONAL FORMAT

The functional resume format is designed to inform prospective employers of your employment objective and skills especially your transferable skills. The idea is to stress your skills and accomplishments as opposed to your job setting. Do not use employer's names or dates of employment if they do not strengthen your career objective.

Pros: This format is good for those making a career change, first time entrants into the work force, or those re-entering after an extended absence.

Cons: This format may not fool the savvy resume reader. When all is said and done, most employers still look for names, dates,etc. Their absence may cause some concern.

COMBINATION RESUME FORMAT

This format is a combination between the chronological and functional formats. It has the ability to meet and raise an employer's expectations by stressing accomplishments and skills as well as work history. Present your skills and accomplishments first and then your work history. Don't include dates unless it enhances your resume.

Pros:This format is good for someone with work experience who wants to change jobs into a related career field.

RESUME LETTER FORMAT

This format can be used in a number of ways such as job inquiry letters or letters of application. It is constructed by highlighting one or two sections of your resume and should always include your employment objective plus any of your accomplishments/skills that are relevant to the employer's needs.

Pros: This format can be used at any time. It could be used to target a particular position or as a follow up to an interview. If it is used as a follow up to an interview, it should recap important highlights of your interview.

Cons: This format may not give enough information and may get you eliminated prematurely from a job consideration.

RESUME

DEFINITION:

It is an organized summary about you, your qualifications, your goals and interests. It should tell who you are, what you know, what you have done, and what you would like to do.

PURPOSE:

To gain an interview for you; to serve as a reference during an interview; to serve as a reminder of you after an interview.

APPEARANCE:

There is no "prescribed" format. It should be:
(1) developed according to your need and taste, to best represent you;
(2) centered on the page, with good margins;
(3) neat;
(4) free of spelling, grammar and typographical errors;
(5) printed on good quality paper;
(6) easy to read--use headings to guide reader to highlights; and
(7) concise--preferably one page, unless you have extensive employment experience.

CONTENT:

Identifying information:	Name,address, phone number (include area code)
Professional Objectives:	State goals and place after identifying information of your resume. (You will want to develop separate resumes for different objectives).
Work Experience:	Name of organization, location, position, description of duties, date of employment. Indicate most recent experience first. Include volunteer experience, if appropriate.
Education:	Name of school, location, degree, major, minor (if applicable and awarded), date. List in reverse chronological order with highest degree first. May also include grade point average, (if 3.0 or higher); honors; awards; special education programs; special projects; and thesis or dissertation title.
References:	Indicate that references may be obtained upon request.
Memberships: (optional)	State professional memberships.
Publications: (option)	State, indicating most recent first.

QUICK GUIDE TO RESUME WRITING

WHO GETS THE JOB is not always the one who can do the job best BUT who knows best how to get the job! With more than one million resumes being sent out each year, and major employers receiving 25,000 per year, you must make yours exceptional.

PEOPLE DON'T READ RESUMES, they skim them. Think of your resume as your first advertising opportunity. Use margins and good spacing which make it easily skimmed.

DATES AND NUMBERS ARE HARD TO READ. Place them so that they are easier to read.

USE ACTION VERBS. Don't use the verb "to be". Instead of "I did..., I was..., I am...," use verbs such as "initiated, created, developed, supervised, managed, instructed, counseled, negotiated, maintained,...."

EMPHASIZE SKILLS, especially those which transfer from one situation to another. Even volunteer experience requires important skills which may transfer to the position you want.

DON'T USE NEGATIVE WORDS. Don't apologize for weaknesses. Be positive, capitalize on strengths, and leave out the negative or neutral words. Avoid negative prefixes or suffixes.

RESUMES SHOULD BE ONE OR TWO PAGES. Never more. Remember, employers want to skim the information.

EXPOUND ON YOUR RELEVANT EXPERIENCE. Slant your resume to the type of job you are seeking. You will need more than one resume if you're applying for different types of jobs.

EXPECT A PHONE CALL if they are interested. Most employers call to make an interview appointment. Seldom will they write. Make sure they have your phone number.

CONCRETE NOUNS AND POSITIVE MODIFIERS

ability
academic
actively
administrative
capability
capable
capacity
competence
competent
complete
completely
consistent
contributions
developing
effective

effectiveness
efficient
enlarging
equipped
evident
executive
expanding
experienced
increasing
knowledgeable
major
management
mature
maturity
particularly

performance
pertinent
positive
potential
preference
productive
professional
proficient
profitable
proven
qualified
repeatedly
resourceful
responsible
scope

significant
significantly
sound
specialist
stable
substantial
substantially
successful
technical
thorough
thoroughly
versatile
vigorous
well-educated
well-rounded
wide background

ACTION VERBS

accelerated
accomplished
achieved
acted
adapted
addressed
administered
advised
allocated
analyzed
approved
arbitrated
arranged
assembled
assessed
assigned
assisted
audited
authored
balanced
budgeted
building
built
calculated
catalogued
chaired
clarified
classified
coached
communicated
computed
conceptualized
coordinated
conceived
conducted
completed
consolidated
contracted
controlled
coordinated
corresponded
created
delegated
demonstrated
designed
developed
demonstrated
designed
devised
directed
drafted
effected
edited
eliminated
enabled
engineered
enlisted
established
evaluated
examined
established
evaluated
examined
expanded
expedited
explained
fabricated
facilitated
familiarized
fashioned
formulated
found
generated
guided
improved
increased
influenced
informed
implemented
initiated
instituted
instructed
integrated
interpreted
invented
investigated
improved
launched
lectured
led
maintained
managed
marketed
mastered
mediated
monitored
motivated
negotiated
operated
organized
originated
overhauled
oversaw
participated
performed
persuaded
planned
pinpointed
prepared
prioritized
prepared
processed
produced
programmed
projected
promoted
proposed
proved
provided
publicized
purchased
recommended
reconciled
recruited
recorded
reduced
referred
rehabilitated
reinforced
remodeled
repaired
represented
researched
retrieved
revamped
reviewed
revised
scheduled
screened
set up
shaped
simplified
solved
specified
spoke
stimulated
streamlined
strengthened
structured
supervised
supported
surveyed
systematized
tabulated
taught
trained
translated
upgraded
utilized
validated
wrote
won

REFERENCES

A reference statement should be a very positive statement about you reflecting your suitability for a position. Select several individuals who know you and your work and would be willing to attest to your strengths and qualifications. **Be sure to get the approval of your reference, beforehand.** Most references will include:

• the relationship:	How and for how long has the reference known you.
• strengths:	These should be geared toward the position which you are seeking.
• weaknesses:	Mention one weakness that could be a strength taken to the extreme.
• the story:	Why are you presently seeking a job?
• general recommendation:	Summarizes the recommendation that this person would make for you.

Bring your reference list with titles and phone numbers with you to all interviews. Be sure to tell your references that they may be receiving a call soon. Also, give them a copy of your resume so that they may be prepared.

Answering Advertisements by Letter

1. Identify the key assets or traits and qualifications that the advertiser requests and list them on a sheet of paper.
2. Identify as many of your own assets, experience, traits, and qualifications that you believe can reasonably relate to the stated needs of the position.
3. Work the lists of requested and fulfilled traits into the first section of your letter.
4. Refer to your resume to further highlight your exceptional qualifications.
5. Try to avoid the issue of salary requirements by either leaving it off altogether or by giving a very wide salary range.
6. Develop a file of form letters to save time in responding to advertisements.

The Thank-You Letter

You should prepare and mail a thank-you letter to the interviewer within 48 hours of the interview. This letter is your tool to make you stand out from others and help the interviewer remember you. It gives you the opportunity to reinforce the parts of your skill/achievement/experience stories that created the most interest during the interview, thereby reinforcing your value. It also gives you an opportunity to say what you forgot to say or wish you had said during the interview, strengthening the interviewer's impression of you. A thank-you letter is also a gracious way to remind the interviewer of a promise, such as a promise to call you to schedule a follow-up interview.

Response to an Open Ad

Mr. Joe Blow
Vice President
XYZ Corporation
123 Alphabet Drive
Pawtuxet, MI 88888

Dear Mr. Blow:

I was very pleased to learn of the need for a supervisor at XYZ Corporation from your recent advertisement in the Pawtuxet Times. Realizing that XYZ is expanding, my strong background in supervision in a manufacturing environment may be of great value to you.

My experience includes four years of manufacturing as a lead machinist and five years of supervision at ABC Corporation, where I am currently employed. I have implemented several policies here that I think will be of value to an organization such as XYZ. In particular, my accomplishments are in:

team building
improved production rates
developing flow processes

A copy of my resume is enclosed which further highlights my progress. I look forward to discussing this opportunity with you in greater detail.

Sincerely,

Matt Dillon
Enclosure

324 East Grand Avenue
Los Angeles, California 90012

Ms. R. Jones
Executive Vice-President
Granite International
3224 Flower Street
Los Gatos, California 93677

Dear Ms. Jones:

Because of Granite International's recent foreign expansion program, I felt you might be in need of qualified people to work in your new overseas offices. I have a Master of Science Degree in Geology, with a specialization in Minerology and am proficient in Spanish, French, and English.

I have worked the past two years, while in school, for Conroc International; spending most of my time in their Mineralogy Department. During my employment with Conroc International, I have initiated various new procedures on the refinement of the Spessartine Garnet, as well as writing articles on my new procedures for the company publication, Employees' Progress. For further information concerning my qualifications, please refer to my attached resume.

I will telephone your office within a week to check on the possibility of a meeting. In the meantime, should you require any other information necessary to facilitate evaluation of my background, please feel free to contact me.

Sincerely,

William Stesson

Enclosure

Box 137
Hedrick Hall
University of California
Los Angeles, California 90024
July 1, 1984

Allow two or three spaces here.

Use complete title and address.

Mr. George McCormick
Director of Personnel
American Manufacturing Company
124 South Third Street
Louisville, Kentucky

If you know the name, use it rather than "Dear Sir".

Dear Mr. McCormick:

Opening paragraph: State why you are writing, name the position or type of work for which you are applying and mention how you heard of the opening or organization.

Middle paragraph: Explain why you are interested in working for this employer and specify your reasons for desiring this type of work. If you have had experience, be sure to point out any work experience or other abilities related to the type of work for which you are applying. Refer the reader to the attached application blank, resume (which gives a summary of your qualifications) or whatever media you are using to illustrate your training, interests and experience.

Closing paragraph: Have an appropriate closing to pave the way for the interview by asking for an appointment, by giving your phone number, or by offering some similar suggestion to facilitate an immediate and favorable reply. Ending your letter with a question encourages a reply.

Sincerely,

Always sign letters.

Fred A. Summers

Top and bottom margin should be equal.

Enclosure

If a resume or other enclosure is used, note in letter.

Name • Address • Phone Numbers
Date
Inside Address

Salutation:

I appreciate the opportunity to familiarize you with my 14 years of result-oriented success in professional financial management positions. My experience in these highly competitive diversified organizations provides the foundation to serve as the Manager of Compensation you are seeking. My background encompasses the development of strategic corporate multi-year planning, programming, budgeting, performing quantitative/program analyses, to executing and accounting for multi-million dollar accounts. I have supervised staffs ranging from 16 to 154 while consistently achieving positive bottom line objectives.

To amplify I have listed some specific accomplishments noting that several were performed concurrently:

–Developed strategic corporate plan for procuring major equipment items and future capital investments that produced a contractual service cost avoidance of $65,000. These savings were realized through applied scientific and professional investigative research procedures including economic, cost and regression analyses techniques.

–Directed, developed and implemented state-of-the-art informational system technologies into an automated program budgeting system. Former methodology caused a budget variance of 5 percent: new system reduced this margin to 1 percent with a concurrent savings of $36,000. Operating ratios directly impacted.

–Performed quantitative and analytical studies to evaluate cost and effectiveness of transportation route structure. Foremost among studies was an in-depth cost-benefit analysis, resulting in major modification of route structure and $200,000 return on assets.

–Conceived, designed and implemented an automated suspense system for both accounts receivable and payable that produced savings of $42,000 with an accompanying improved collection time of three days. System further screened all payables to ensure invoices that offered time discounts were paid within last day of period to preclude unwarranted and premature expenditure of funds.

–Directed staff of management and computer systems analysts responsible for programming and support of a major multi-faceted automation system tracking and controlling operating expenses in the nine-digit range. Developed automated system through utilization of Program Evaluation Review techniques. System averted cost overruns of $80,000 while concurrently providing management with more accurate program status information.

–Developed an aggressive productivity enhancement program—invested $800,000 and negotiated buy-out versus lease option for information systems resulting in 9 percent savings.

–Forceful, dynamic and comprehensive communicator who excelled in presenting financial status position to senior corporate staff. Translated complex numerical data into clear easily understood text. Persuasive arbiter, convinced congressional committees to provide favorable funding and authorization language.

–Conceived, cost-justified and phase implemented a plan to allow for the geographic relocation of employees over a 30-month period. This meticulous plan provided an orderly transition with minimal interruption of customer service. Post-move analysis revealed an $82,000 capital investment savings, a 5 percent productivity increase and marked improvement in employee morale.

–Introduced and implemented a personnel management plan that reduced turnover by 4 percent and averted costs of $22,000. Savings were realized through development of an employee performance evaluation system that analyzed procurement, education, training and promotion policies.

–Conducted cost-benefit analysis to ascertain most cost effective means of procuring transportation supplies for large multi-functional organization. Among the options considered: decentralize procurement function, continue performing in-house or contract out. Study recommended contractual service option that produced savings of $60,000, customer usage increase of 8 percent and two-day increase in vehicle in-commission rate.

In addition to a Master's degree in Management from the University of Southern California, I have completed a comprehensive post-graduate course in quantitative methods. My Bachelor's degree in Business Economics is from North Dakota State University.

I would appreciate an interview at your convenience to more fully explore how my experience and track record could become assets to your organization.

Sincerely,

Phone–Home Office

Name • Address • Phone Numbers

Date

Inside Address

Salutation:

Does your company need a leader, manager, innovator to improve your *competitive* position when *bidding* for U.S. Government contracts or to profitably complete contracts you are awarded? Do such words as sustainability, life cycle cost, integrated logistics support, and logistics support analysis cause you worry? I understand these words and can translate them into action.

I have 27 years of logistics experience, experience that has provided me with a multitude of ideas to assist your company. For example, I understand, and in two cases, designed the logistics support for the following:

–Consolidated Space Operations Center (CSOC)
–Air Force worldwide munitions system
–Mobile control of space systems (MGS)
–Ballistic missile early warning system (BMEWS, PARCS)
–Mobile missile systems (GLCM)
–Space Systems (DMSP, SEWS, GPS, PAVE PAWS)

Due to escalating cost, logistics support is now as important to the U.S. Government as system cost and production schedule. Companies bidding for Government contracts must include well-thought-out logistics support concepts in order to be successful.

With an MS in logistics management from the Air Force Institute of Technology, I am enthusiastic about applying my logistics experience to your projects.

I'll close with a quote from Admiral Ernest J. King, Chief of Naval Operations during World War II, "I don't know what the hell logistics is, but I want some of it."

I know what logistics is!

I look forward to talking with you about opportunities with your company. Resume is attached.

Sincerely,

Name • Address • Phone Numbers

Date

Inside Address

Salutation:

I have recently completed a tour of duty in the United States Air Force where 15 of my total years of service were in senior and middle administrative management positions. I am aware that your firm has numerous business offices all over the country and overseas. After you review my accomplishments, you may have a need for me in one of your locations as a Director of Administration.

Listed below are a few of my accomplishments and the results:

Initiated, introduced and implemented as the Chief of Staff of a major headquarters, administrative and personnel policies which reduced workloads by 20 percent and manpower by 9 percent that realized savings of over $500,000 the first year.

As the senior administrative assistant to the chief operating officer of a large organization, I chaired an ad hoc committee which was successful in negotiating labor union demands for increased pay and more flexible work shifts. These actions averted a strike of 2,000 employees at one installation and a total of 12,000 throughout the country.

Formulated, planned and allocated multi-million dollar budgets to the satisfaction of nine senior directors in an aviation organization. Restructuring and centralizing cost centers under five managers instead of 10 resulted in reducing the yearly budget by $275,000 even with inflation.

Directly supervised and have "hands-on" experience with ADP operations which involved budget, payroll, personnel resources, inventories and systems analysis.

Streamlined and spearheaded a new management information system which provided real-time information to top executives of an organization operating worldwide.

Introduced the latest word processing equipment to a major organization which increased efficiency and quality of work. Quantity of work was increased and two manpower spaces were deleted.

I am optimistic and enthusiastic about filling a need for Booz, Allen & Hamilton. I am eager to expand on my accomplishments and request an interview at your earliest convenience.

Sincerely,

Phone—Home Office

Thank You for the Interview

Mr. Joe Blow
Vice President
XYZ Corporation
123 Alphabet Drive
Pawtuxet, MI 88888

Dear Mr. Blow:

Thank you for the opportunity to meet with you yesterday.

While I was thinking through the details of the position, it occurred to me that my experience in team building should make me more valuable than the average manufacturing supervisor. This would enable you to move more quickly in the development of Total Quality Management in your organization, and in the development of a productive manufacturing line.

I am very interested in your company and would be glad to come back for further discussion. I will call you next Tuesday, as you suggested. Again, many thanks.

Sincerely,

Matt Dillon

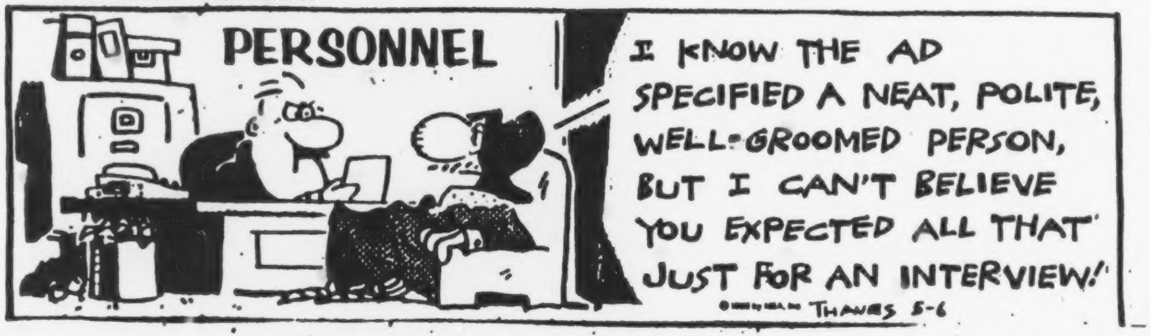
SESSION 9 - LESSON PLAN

1.	50 min.	Interviewing - Doing Your Homework (Preparing to Interview) - During the Interview - After the Interview
2.	10 min.	Break
3.	60 min.	Mock Interviews - Ask for a couple of volunteers to be interviewed. They inform the interviewer of the type of position they are looking for and any other pertinent details the interviewer will need in order to role play. They are interviewed for 10 -15 min. Then the entire class can give feedback on what they saw and heard. Feedback should last no longer than each interview.
4.	10 min.	Break
5.	50 min.	Critique of Resumes - There are a number of ways this can be done. If the class is small, resumes can be critiqued as a group. Resumes could also be critiqued in small groups of two or three. Also mock interviews could continue on (if there is a guest interviewer), and the instructor could do a private critique for each student.

MATERIALS NEEDED:

* Instructor and Participant Manuals
* Completed Resumes
* Guest Interviewer (Optional)
* Participants Dressed in Their "Interview Best"

FRANK AND ERNEST.


PERSONNEL
I KNOW THE AD SPECIFIED A NEAT, POLITE, WELL-GROOMED PERSON, BUT I CAN'T BELIEVE YOU EXPECTED ALL THAT JUST FOR AN INTERVIEW!
THAVES 5-6

PREPARING FOR THE INTERVIEW

DOING YOUR HOMEWORK

Interviewing can be and often is a very stressful situation. You can handle the stress by preparing carefully for the interview. The more preparation you do the less likely something will crop up to catch you by surprise.

RESEARCH THE COMPANY

Try to find out as much as you can about the company before the interview. If the company is large enough to publish an annual report to stockholders, pick it up. The report may help more than you think. If the company is too small to publish their annual report, pick up any written information they have describing their work. Use your contacts to find out any information you can about the company. Then use the information to answer the following questions.

- How does the organization rank within its field/industry?
- Is the organization family owned? If so, what is the effect on promotions?
- What are all its products, services, or projects?
- Where are all its plants, branches, or offices located?
- In what ways have they grown in recent years?
- What new lines, products, services, etc. have they developed in recent years?
- Are there any existing political situations (proxy fights, mergers,etc.) that you should know about?
- What image do most people have in mind when they think of this company?
- If the organization sells stock, what has been happening to it?
- What kind of staff turnover has the company had?
- How do employees feel about working for this company?
- Does the company generally promote from within the organization or outside of the organization?
- Does the company encourage their employees to get further education/training? Do they pay for it?
- Does the company maintain effective lines of communication within the organization?
- Who reports to whom? What is the organizational structure?
- Is there a potential problem that could kill the organization or reduce its effectiveness if it is not solved quickly?

PERSONAL BACKGROUND PREPARATION

Prepare to answer questions about your self. Here are some of the more commonly asked questions.

YOUR EDUCATION

- Describe your educational background.
- Why did you attend ________ University (or College)?
- Why did you major in ________?
- What was your grade point average?
- What subjects did you enjoy the most? least?
- What leadership positions did you hold?
- How did you finance your education?
- If you had to start all over, what would you change about your education?
- Why were your grades so low? so high?
- Did you do the best you could in school? If not, why not?

YOUR WORK EXPERIENCE

- What were your major achievements in each of your past jobs?
- Why did you change jobs before?
- What is your typical workday like?
- What functions do you like doing the most?
- What did you like about your boss? Dislike?
- Which job did you enjoy the most? Why? The least? Why?
- Have you ever been fired? Why?

YOUR CAREER GOALS

- Why do you want to join our organization?
- Why do you think you are qualified for this position?
- Why are you looking for another position?
- Why do you want to make a career change?
- What would you ideally like to do?
- Why should we want to hire you?
- How would you improve our operations, products, services, etc.?
- What is the lowest pay you will take?
- How much do you think you are worth for this job?
- What do you want to be doing five years from now?
- How much do you want to be making five years from now?
- What are your short range and/or long range career plans?
- If you could choose your job and organization, where would you go?
- What other types of jobs are you considering? Other companies?
- When will you be ready to begin work?
- How do you feel about relocating? traveling? working overtime? spending weekends in the office?
- What attracted you to our company?

YOUR PERSONALITY AND OTHER CONSIDERATIONS

* Tell met about yourself.
* What are your major strengths? major weaknesses?
* What causes you to lose your temper?
* What do you do in your spare time?
* What are your hobbies?
* What types of books do you read?
* What role does your family play in your career?
* How well do you work under pressure? meet deadlines?
* Tell me about your management philosophy?
* How much initiative do you take?
* What types of people do you prefer working with?
* How (creative, analytical, tactful, etc.) are you?
* If you could change your life, what would you do differently?
* Who are your references?

ILLEGAL QUESTIONS

Always be prepared to handle illegal questions. The interviewer may be trying to see how tactfully you can handle a difficult or stressful situation, or they may indeed want to know the answer to the question. It is helpful if you can determine the interviewer's motivation for asking such a question. There may indeed be a legitimate concern behind the question. Can you address the concern without answering the question? The following questions are illegal, but you may find that you will be asked such questions anyway.

* Are you married, divorced, separated, or single?
* How old are you?
* Do you go to church regularly?
* Do you have many debts?
* Do you own or rent your home?
* What social and/or political organizations do you belong to?
* What does your spouse think about your career?
* Are you living with anyone?
* Are you practicing birth control?
* Have you ever been arrested?
* How much insurance do you have?
* How much do you weigh?
* How tall are you?

If you are in an interview in which the interviewer persists in asking a number of illegal questions, you need to ask yourself if you will be happy working in this kind of environment. It may be wise to simply terminate the interview and look elsewhere.

MOCK INTERVIEWS

Try to approach the interview from the other side of the fence. If you were the interviewer, what kinds of information would you want to know? What types of questions would you ask? Prepare responses to those questions and practice those responses in a variety of interviewing situations. Think about all the questions you hope no one will ever ask you. How would you answer those questions?

QUESTIONS YOU SHOULD ASK

Remember the interview is a two way street. You are trying to find out information about the position and company as much as the interviewer is trying to find out information about you. After all, you may have to make a decision about accepting a position with this firm based on this interview. Here are some questions you should ask if they are not discussed in the course of the interview.

* Tell me about the duties and responsibilities of this job.
* How does this position relate to other positions within this organization?
* How long has this position been within the organization.
* What would be the ideal type of person for this position? Skills? Personality? Working style? Background?
* Can you tell me about the people who have been in this position before? Backgrounds? Promotions? Terminations?
* Who would I be working with in this position?
* Tell me something about the people I'll be working with. Strengths? Weaknesses? Performance expectations?
* What am I expected to accomplish during the first year?
* How will I be evaluated?
* Are promotions and raises tied to performance criteria?
* Tell me how this operates?
* What is the normal salary range for this position?
* Based on your experience, what type of problems would someone new in this position be likely to encounter?
* I am interested in your career with this organization. When did you start? What are your plans for the future?
* I would like to know how people get promoted and advance in this organization.
* What is unique about working for this organization?
* Can you explain the various benefits employees receive?
* What does the future look like for this organization?

From: Careering and Re-careering for the 1990s, Krannich, Ronald L., Impact Publications, Manassas, VA, 1989, pp. 201-205.

YOUR APPEARANCE - DRESSING FOR SUCCESS

Your appearance is the first nonverbal message you send to others. Rightly or wrongly, people draw certain conclusions about your personality and competence based on your appearance. Research shows that appearance is the greatest influencing factor when the interviewer has little information about the person being interviewed. Some researchers have estimated that as much as 65% of the hiring decision may be based on nonverbal aspects of the interview, so controlling as many of the nonverbal aspects as you can may make a big difference in the final outcome of the interview.

THE RULES OF THE GAME - DRESSING APPROPRIATELY

1. Learn the rules of the game. Knowing how to dress appropriately for interviews is important. Like it or not many employers play by these rules. The degree to which employers adhere to these rules depends on particular individuals, companies, and situations. It becomes your job to know when, where, and to what extent the rules apply to you. When in doubt, give the interviewer the benefit of the doubt.

2. Know what colors look good on you. Combining your knowledge of what colors look good on you with the results of research done by John Molloy in his Dress for Success and The Woman's Dress for Success Book should help you present a winning image.

3. Pay attention to all grooming details.

ONE TO TWO DAYS BEFORE THE INTERVIEW

Prior to the actual interview you should call to verify the date and time of the interview as well as verifying the location and name of the person who is going to interview you. Make sure you know in advance how to get to the location of the interview. Plan on taking an extra copy of your resume and list of your references in case they are needed.

THE DAY OF THE INTERVIEW

Arrive a few minutes early. Take some time and make a last minute appearance check.

THE INTERVIEW PROCESS

First Impressions

Your attitude counts a great deal toward the initial impressions formed by another person. Research shows that the hiring decision (really, the **non-hiring** decision and the "fit" decision) is made in the first minute of contact during an interview. This part of the decision is based on the way you present yourself to the interviewer--not on your qualifications. What you wear, how you look, the way you shake hands, how you smell, whether you are interested and enthusiastic, where and how you sit, and how you initiate the small talk are extremely important to that initial impression.

Appear Likeable

It is **never** acceptable to bad-mouth a former employer. You need to present that positive, can-do image of a potential employee who has a great deal to offer another employer. The interview is an exercise in image management.

You have already passed a basic screening when you have been invited to the interview. At this point, employers are looking for whether or not you appear to be honest, credible, intelligent, competent, enthusiastic, spontaneous, friendly, and likeable. Your nonverbal behaviors will communicate those messages. Communicate energy, self-confidence, sincerity, and friendliness. Smile, have a firm hand shake, be relaxed, and maintain eye contact.

Krannich, in Careering and Recareering for the 1990s lists nonverbal behaviors that communicate that you are likeable as:

IMPORTANT NONVERBAL BEHAVIORS

1. **Sit with a very slight forward lean toward the interviewer.** It should be so slight as to be almost imperceptible. If not overdone and obvious, it communicates your interest in what the interviewer is saying.

2. **Make eye contact frequently, but don't overdo it.** Good eye contact establishes better rapport with the interviewer. You will be perceived as more trustworthy if you look at the interviewer as you ask and answer questions. To say someone has "shifty eyes" or cannot "look us in the eye" is to imply they may not be completely honest. To have a direct, though moderate eye gaze, conveys interest, as well as trustworthiness.

3. **A moderate amount of smiling will also help reinforce your positive image.** You should smile enough to convey your positive attitude, but not so much that you will not be taken seriously. Some people naturally smile often and others hardly ever smile. Monitor your behavior or ask a friend to give you honest feedback.

4. **Try to convey interest and enthusiasm through your vocal inflections.** Your tone of voice can say a lot about you and how interested you are in the interviewer and organization.

Interview Advice

Most interview advice can be condensed into a list of "do's" and "don'ts". Stanat in Job Hunting Secrets & Tactics provides one of the most comprehensive checklists:

EFFECTIVE INTERVIEW RULES

"DO'S"

___ **Do** have attractive hands--clean and nails trimmed.
___ **Do** comb your hair and wear it in a conservative style.
___ **Do** use a **moderate** amount of perfume or cologne.
___ **Do** use the restroom before the interview.
___ **Do** get a good night's sleep.
___ **Do** maintain eye contact since interviewers place a great deal of emphasis on it.
___ **Do** appear enthusiastic. Use gestures but make them smooth.
___ **Do** smile.
___ **Do** learn the name of the interviewer and use it occasionally during the interview.
___ **Do** take enough money with you, just in case you have an emergency of some kind.
___ **Do** research the organization ahead of time. Observe the dress modes and working environment.
___ **Do** take notes during the interview since the interviewer will be doing the same. Jot down some of your questions before the interview.
___ **Do** defer to the interviewer in setting the interview pace.
___ **Do** let the interviewer close the interview.
___ **Do** inquire about when you might expect to hear from the interviewer next.

"DON'TS"

___ **Don't** be late to the interview.
___ **Don't** wear an overcoat, topcoat, or rubber boots into an interview--you look anxious to leave.
___ **Don't** sit down or dash to your chair until the interviewer gives some indication to be seated; otherwise you look forward.
___ **Don't** have a mouthful of anything except your teeth.
___ **Don't** lean on the interviewer's desk. Sit erect in your chair.
___ **Don't** wear dark glasses.
___ **Don't** carry a large handbag.
___ **Don't** have extremely long fingernails.
___ **Don't** demonstrate your nervousness by tapping your fingers, swinging your leg, or playing with your hands.
___ **Don't** fidget with your clothes.
___ **Don't** pick up items on the interviewer's desk unless invited to do so.
___ **Don't** appear to eavesdrop on any phone calls the interviewer receives in your presence.
___ **Don't** stand if someone enters the office during the interview.
___ **Don't** read materials on the interviewer's desk.
___ **Don't** refer to the interviewer as "sir" or "Ma'am".
___ **Don't** use the interviewer's name too much.
___ **Don't** over-extend your jokes and humor.

___ **Don't** answer questions with one and two word remarks.
___ **Don't** dominate the conversation. Answer the questions without lingering.
___ **Don't** interrupt the interviewer.
___ **Don't** swear, even though the interviewer may.
___ **Don't** use slang.
___ **Don't** gush or be syrupy.
___ **Don't** punctuate your conversation with "you know".
___ **Don't** use the interviewer's first name.
___ **Don't** be preachy.
___ **Don't** mumble.
___ **Don't** interpret your resume unless asked to.
___ **Don't** try to impress the interviewer by bragging.
___ **Don't** lie.
___ **Don't** criticize your employer.
___ **Don't** get angry or irritated during the interview.
___ **Don't** answer questions you consider too personal--but explain your reasons for doing so.
___ **Don't** glance at your watch.
___ **Don't** ask if you can have the job. Instead, indicate your interest in the job.
___ **Don't** mention salary in the initial interview.

Irish, in Go Hire Yourself an Employer adds a few of his own "do's" and "don'ts":

___ Women should take the initiative in extending the handshake when meeting the interviewer.
___ Don't smoke, chew gum, tobacco, or your fingernails.
___ Maintain eye contact, but don't stare at the interviewer. Occasionally glance off into another direction.
___ If the interviewer seems to run out of questions, ask him or her if you are giving them the information they want.
___ If a question sounds irrelevant, unprincipled, or unimportant, ask why the interviewer feels it's important.
___ Don't be "cool" and laid-back in the interview, unless you want to let the interviewer know you are a con-artist.

Be Yourself

It is very important to be honest and straightforward when interviewing for a position. If you try to be something you are not, you will be discovered in the end. It is more important to be honest than to play any role.

Communicate Class

John Molloy reported in Live For Success that 25% of personnel officers surveyed would not hire anyone with a wet handshake for an important position. If your hands tend to perspire when you are nervous, wipe them on your handkerchief just before entering the outer office, or try some talcum powder before leaving for the interview.

Molloy is convinced that the "look" that impresses interviewers most is the upper middle class carriage--the look of class. He suggests that the image of class would include these behaviors:

PRESENTING AN IMAGE OF CLASS

- Keep your shoulders back.
- Keep your head erect.
- Avoid folding your arms across your chest.
- Avoid sitting or standing with arms or legs far apart or what could be described as an "open" position.
- Use gestures that enhance your verbal message.
- Nod your head affirmatively at appropriate times--but do not overdo it.
- Project your voice loudly enough to be heard by the interviewer.
- Articulate clearly--do not mumble.
- Use pauses for emphasis.
- Watch your pace--avoid talking too fast or too slow.
- Many people talk fast when they are nervous.
- Know yourself and try to regulate your pace accordingly.

Krannich goes further in his book, to list good listening behaviors that can be positive interviewing behaviors.

GOOD LISTENING BEHAVIORS

1. **Focus your attention on the interviewer and what he or she is saying.** Don't let your mind wander to such things as: the strange or good looking appearance of the interviewer, the photographs on the desk, your fears about not getting the job offer, or your plans for that evening or the weekend. We can listen and comprehend information about four times faster than the speaker can talk. Don't use that extra time to let your mind wander, but rather to concentrate on the other person's message.

2. **Look beyond the personal appearance or mannerisms of the interviewer or any irritating words or ideas as you listen for content.** Don't let certain annoying words, ideas or mannerisms of the interviewer so prejudice you that you can't listen objectively to what is being said.

3. **Try to listen for information and withhold evaluation of the message until later.** This may be difficult to do, but it can make an important difference in what you get from the message. As we evaluate, our thoughts are on our reaction to the message, and thus we miss part of what the other person is saying.

4. **Give positive nonverbal feedback to the interviewer.** Nod in agreement occasionally if you agree, and smile occasionally if appropriate. Most everyone likes to receive positive responses from others. Since most people interpret no response as a negative response, avoid an expressionless face. Your feedback is also likely to be interpreted as a sign of interest on your part.

If you concentrate on what is being said rather than on how you are doing, you will most likely create a good impression on the interviewer. Being other-directed with your nonverbal communication will make you seem more likeable and competent than many other candidates who remain self concerned and nervous throughout the interview.

From: A Practical Manual for Job-Hunters and Career Changers: What Color is Your Parachute,
Richard Nelson Bolles, Ten Speed Press, 1990, pp. 298-300.

18. WORKING AT HOME

At least 16 million people work out of their homes, 4.7 million full-time and 11.3 million part-time -- many of them women. Computers, modems, fax machines, cellular telephones, voice/electronic mail all help make this possible even for those who, technically, are supposed to have offices elsewhere. Increasingly, people can work out of their preferred environment, even if it is a skiing chalet. The two major problems: according to one expert, home-based workers earn only 70% of what their full-time office-based equals do. Also, it's often difficult to separate business and family time, so sometimes the *family* time gets short-changed, while in other cases the demands of family (particularly with small children) may become *so* interruptive, that the *business* gets short-changed. Anyway, if this idea interests you, there are the following guides:

•Hoge, Cecil C., Sr., *Mail Order Moonlighting*. Ten Speed Press, Box 7123, Berkeley, CA 94707. 1988.

•Arden, Lynie, *The Work-at-Home Sourcebook*. Live Oak Publications, 6003 N. 51st St., #105, Boulder, CO 80306. 1988.

•Edwards, Paul and Sarah, *Working from Home: Everything You Need to Know about Living and Working under the Same Roof*. J.P. Tarcher, Inc., 9110 Sunset Blvd., Los Angeles, CA 90069. 1985. Now revised and expanded. 436 pages. Has a long section on computerizing your home business, and on telecommunicating.

Brabec, Barbara, *Homemade Money: The Definitive Guide to Success in a Home Business*. Betterway Publications, Inc., White Hall, VA 22987. 1984. 272 pages. A very fine book, with an A to Z business section, and a most helpful summary of which states have laws regulating (or prohibiting) certain home-based businesses. Needless to say, since it was published six years ago, all of this information will need to be checked by you.

The Home Office Newsletter. A monthly publication for individuals who run businesses from their homes. Newsletter is also available in electronic database form through Genie and Delphi information services. Subscribe to Compusystems Management, 4734 E. 26th St., Tucson, AZ 85711. 602-790-6333.

Homeworking Mothers, a quarterly newsletter for women who want to start their own businesses and work from their homes. Mother's Home Business Network, Box 423, East Meadow, NY 11554.

Behr, Marion, and Lazar, Wendy, *Women Working Home: The Homebased Business Guide and Directory*. Women Working Home, Inc., 24 Fishel Rd., Edison, NJ 08820. 1983. The authors were co-founders of the National Alliance of Homebased Businesswomen, a New Jersey-based group, with 1500 members currently.

Hoge, Cecil C., Sr., *Mail Order Know-How*. Ten Speed Press, Box 7123, Berkeley, CA 94707. 1982.

17. JOB-SHARING (AND OTHER ALTERNATIVES TO 9–5)

People are discovering there are all kinds of alternatives to the traditional nine-to-five, Monday-through-Friday job. There is job-sharing with another worker, or flextime, where you decide which hours of the day you want to work; there is the four-day work week; there is holding down three to five small jobs rather than one full-time job (see section above); there is working long and hard two or three days a week, then having the other days to yourself; etc. If such alternatives appeal to you, my advice is to do your informational interviewing with people who have already gone that route, first; and then when you are ready to interview for an actual job, go after smaller employers -- who are often more open than are larger employers, to new patterns of work. Don't omit larger employers, however, from your search -- *some* of them are very open to such alternatives. The places listed below often know who they are.

Olmsted, Barney, and Smith, Suzanne, *Creating a Flexible Workplace: How to Select and Manage Alternative Work Options*. American Management Association. 1989. Order from: New Ways to Work, 149 Ninth St., San Francisco, CA 94103.

Olmsted, Barney, and Smith, Suzanne, *The Job Sharing Handbook*. Ten Speed Press, Box 7123, Berkeley, CA 94707. 1983. How to share a full-time job with another person, if you don't want to work full-time.

A Selected Bibliography on Work Time Options. 1989. Order from: New Ways to Work, 149 Ninth St., San Francisco, CA 94103. A 42-page listing of various books, articles, etc., about new ways to work.

Work Times Newsletter, published by New Ways to Work, 149 Ninth St., San Francisco, CA 94103. An international information exchange on alternative work time; 415-552-1000.

There are centers (in addition to New Ways to Work) that are dedicated to helping people who want to find flexible work-time options, such as job-sharing. These places often have helpful pamphlets and other publications. Ask.

Association of Part-Time Professionals,
7655 Old Springhouse Rd., McLean, VA 22102, 202-734-7975

Austin Women's Center,
1700 S. Lamar, #203, Austin, TX 78704, 512-447-9666

Focus, 509 Tenth Ave. E., Seattle, WA 98102, 206-329-7918

Harper & Harris,
6101 S. Rural Rd., #128, Tempe, AZ 85283, 602-839-8284

Attn. Job-Sharing Manuals (*ask for prices*) Human Resources Dept., City of
Lansing, 119 N. Washington Sq., Lansing, MI 48933, 517-483-4479

San Diego Center for Worktime Options,
1200 Third Ave., Suite 1200, San Diego, CA 92101, 619-456-4424

Work Options, 1611 N. Mosley, Wichita, KS 67214, 316-264-6604

Workshare, 311 E. 50 St., New York, NY 10022, 212-832-7061

TESTING CENTER

Betty Armstrong, M.A.
Testing Center Coordinator

Placement Tests	Mon. & Tues. 5 p.m. Tues. – Fri. 8:30 & 1:30 (except for special test days)
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California Achievement Test (CAT)	2nd Wednesday each month
College Level Equivalency Test (CLEP)	3rd Friday each month
ACT Proficiency Evaluation Program (PEP)	National schedule
Law School Admissions Test (LSAT)	National schedule
Nurses Entrance Test (NET)	
Strong-Campbell Interest Inventory (SCII)	15^{00} includes 1 hr. couns.
Myers-Briggs Type Indicator (MBTI)	15^{00} includes 1hr couns.
COPS, COPES, CAPS	15^{00} for all 3
Vocational Basic Skills Test (VBSE)	2nd Wednesday each month

PLEASE CALL FOR AN APPOINTMENT!

Room A-108 **Phone 540-7115**

(Please note: In the event of bad weather, call PPCC (576-7711) for college closing information. If the college is closed due to weather, the testing center is also closed.)

ACCOMMODATIONS AVAILABLE FOR THOSE WITH DIAGNOSED HANDICAPPING CONDITIONS.

A PICTURE ID MAY BE REQUIRED FOR SOME TESTS

PIKES PEAK COMMUNITY COLLEGE

Name • Address • Phone Numbers

Objective	A professional position in maintenance or transportation management where experience, initiative and interpersonal skills will be strongly utilized.
Background	Four years' experience of highly demanding positions in maintenance and transportation management. Complemented with extensive on-hands experience in quality assurance, personnel management, systems management, training development, problem solving, decision making and financial management.
Maintenance Management	Formulated and managed annual maintenance budget of $3,220,000. Supervised requisitioning and control of tools and equipment to support 165 mechanics. Coordinated technical maintenance training for more than 200 personnel. Standardized maintenance procedures in 10 shops that resulted in a 20% increase in productivity. Inspected shops for efficiency and compliance with established maintenance standards. Advised top management daily on equipment status and maintenance performance for more than 1,100 maintenance-intense items.
Transportation Management	Directed daily commitments to support operations for a unit of 1,200 members. Supervised requisitioning and allocation of tools and repair parts. Maintained and controlled 252 vehicle assets totaling more than $19,680,000. Controlled annual budget of $435,000 for maintenance and administrative operations. Solved continuous problems of personnel and equipment shortages.
Quality Assurance	Developed extensive inspection checklist for quality control of equipment maintenance. Managed quality control program that decreased maintenance induction by 6% and reduced customer complaints by 65%. Coordinated training with equipment manufacturers for quality control inspectors that resulted in estimated annual parts cost savings of $35,000.
Personnel Management	Leader in a unit of 84 Marines containing enlisted, staff non-commissioned and commissioned personnel. Fostered intrinsic reward system for personnel that resulted in significant improvements in job satisfaction and performance. Reduced turnover in a two-year period by 10%, resulting in training cost savings of $66,000.
Systems Management	Optimized, through queuing and transportation models, dispatching procedures within motor pool averaging 30 runs daily. Prepared systems analysis for implementation of automated parts requisitioning within the Marine Corps. Originated beneficial suggestion that resulted in a one-year part cost savings to the government of $236,000.
Training Development	Developed on-the-job technical training program for 65 diesel mechanics that decreased training time by 15% but resulted in a 20% increase in skill retention. Constructed an extensive cross-training program that provided back-up personnel for 12 highly technical maintenance positions. Reorganized supervisory training to include professional forums for analysis and discussion.
Achievements	Governor's Citation, State of Maryland; Eagle Scout, Boy Scouts of America; Distinguished Service Award, Boy Scouts of America.
Education	M.S. in Systems Management, University of Southern California; B.S. in Finance, University of Maryland. Professional military courses: Maintenance Management Officers' Course; Motor Transport Officers' Course.
Personal	Excellent health. Willing to relocate. Tour of duty with U.S. Marine Corps completed as a first lieutenant, captain-selectee.

Name • Address • Phone Numbers

Food Service/Hospitality Management

Education	M.S. in Management (Microcomputer Applications), Lesley College Graduate School. B.A. in Biological Sciences (Specialization in Neurobiology), Cornell University.
Operations Management	Contributed significantly to the food service program, resulting in winning the 1987 R.T. Rhiney Jr. Award for excellence in food service and best dining facility in the Strategic Air Command and the 1988 Hennessy Trophy for best dining facility in the U.S. Air Force. Planned, organized and managed food service operations. Directly involved in improving and increasing the quality of service and customer satisfaction. Increased dining hall patronage by 150%. Introduced new menu selections to include dietary and low-calorie items, new pastry items, the Mongolian barbeque and potato bar. Offered a weekly ethnic menu and monthly birthday meal. Expanded the salad bar from 20 to 38 items. Implemented a fast food and hot meal carry-out service.
Financial Management	Devised and implemented procedures for monitoring and collecting charge sales from patrons requesting credit resulting in a significant drop in credit requests and decreased reduction of debts from 26% to less than 2%. Developed and implemented new procedures and instituted effective guidance for the accounting section resulting in error-free monthly Food Service Operations Report, going from ranking 18 of 25 to one in nine months. Recognized as the number one ranking Food Service Accounting Section in the Strategic Air Command.
Project Management	Researched, designed, proposed and directed the dining hall, the frozen meal production plant and the personnel dispatch section renovation projects to completion. Completed in less than 18 months when normally it takes five years from inception to completion.
Resource Management	Reduced an additional food delivery to the 20 field kitchen facilities from two to one delivery per week without diminishing food stocks and service to patrons, resulting in more than $70,000 savings in vehicle operation costs.
Quality Assurance Evaluation	Recovered approximately $25,000 per year from the contractor for marginal or non-performance of mess attendant contract requirements. Eliminated contract services of marginal benefit to ensure the delicate balance of quality service and wasteful expenditure. Led to cost reductions in excess of $60,000.
Administrative Management	Increased administrative output more than 200% and resolved a three-year-old major files management problem by purchasing a word processor and copier machine. Enhanced operational procedures, alleviated duplication of efforts and wasted man-hours and corrected numerous administrative deficiencies and backlogs. Established five separate record sections and formulated a logical files plan for all unit sections, resulting in improved accuracy control for food service publications, documentation, maintenance and disposition of records.
Personnel	Created and modified a comprehensive food service training syllabus. Wrote extensive supplementary texts used to qualify trainees in a full range of tasks in both the standard duty and contingency areas. Raised the personnel career development courses pass rate from 57% to nearly 100%. Launched a food service program with commercial restaurants, enabling personnel to experience and enhance culinary skills. Programmed winners of the personnel recognition program to participate in this training program, which heightened morale among workers.
Personal	Completed tour of duty with the U.S. Air Force as first lieutenant. Secret security clearance.

BEST COPY AVAILABLE

Name • Address • Phone Numbers

Engineering Management

Career History	Twenty-two years of increasing experience and responsibility in managing engineering organizations involved in maintenance and operation of facilities and utility systems and directing master planning, design and construction. Financial and executive level management experience with first-hand dealing with state, congressional and foreign leaders, architect-engineering firms and construction contractors.
Facilities Management	Facilities Engineer for a university with a major airfield and three campuses located in two states. Full authority over development and execution of facilities operational and maintenance programs. Developed five-year $200 million campus physical plant revitalization plan and obtained $40 million for first-year requirements. Directly supervised work of 260 to 640 persons involved in real property operation. Work force included professional engineers, craftsmen, planners, supply specialists, housing managers, fire fighters, financial managers, real estate agents, administrators, contract programmers, environmental coordinators, historic preservation specialists and construction inspectors. Annual budgets ranged from $15 to $26 million.
Construction	Directed construction of a $295 million military installation in Sicily. Coordinated simultaneous American, Italian and NATO construction programs. Construction included public works, residential, business, recreational and military facilities for city of 13,500 people. Completed 5% under budget and one month ahead of schedule allowing deployment of weapon systems supporting successful U.S.-Russian arms reduction talks.
Financial Management	Interpreted law and set policy and procedures to administer an annual $1.2 billion worldwide construction program with control over a $187 million design effort. Established automated network and policy to control program resulting in a 12% reduction in design execution time and a 16% earlier construction contract award establishing a $4 million per month cost avoidance.
Energy Conservation	Implemented conservation programs, established joint demonstrations projects with Dept. of Energy and installed 123 advanced computer energy control systems resulting in an 8% reduction in Air Force energy consumption. Guided consultant engineers involved in establishing utility, energy conservation, fuel storage and fire prevention design criteria and standards.
Legislative/State Liaison	Provided congressional testimony to defend program funding requests and initiated daily interface with state delegations to orchestrate programs through the congressional funding process. Funding request approval increased from 41% to 96%. Headed 25-person team of manufacturer and government engineers and operators to determine requirements to beddown new generation aircraft in the various state National Guard units.
Publications	"Design for the Military Construction Program." Article published in Engineering Association Magazine on how the Military Construction Program Functions, the design process works and how to market a project. "Design and Construction Management." Manual on policy and procedures for management of construction and maintenance projects and programs.
Education	B.S., Civil Engineering, Virginia Polytechnic Institute and State University. M.S., Systems Management, St. Mary's University of San Antonio, Tex.
Personal	Married. Top Secret, SBI clearance. Completed military service as lieutenant colonel.

Name • Address • Phone Numbers

Objective	**Management of Corporate Information Systems** where my experience and education will further organizational goals through effective planning, designing and implementing state-of-the-art computer-based Decision Suppport Systems coupled with developing and directing advanced on-line Training Programs.
Key Career Milestones	Honor Graduate, Personnel Systems Officer Course, 1974; Aerospace Defense Command, Executive Officer of the Year, 1976; U.S. Jaycees, Outstanding Young Man of America Program, 1977; Military Airlift Command, Excellence in Administration Award, 1978; Outstanding USAF Junior Personnel Manager of the Year, 1981, Air Staff Level; and nominee, Leadership San Antonio Program, 1981.
Education	Master's Degree in Management, GPA 4.0 (Major), 3.9 (Overall); B.S. in Business Administration, majoring in Business Data Processing.
Teaching Experience	Currently on **adjunct faculty**, Texas Lutheran College and St. Mary's University; Certified Instructor with Los Angeles Community Colleges and a qualified Technical Instructor. Taught: Data Processing, Computer Technology, Marketing Management, Small Business Management, Business Communications and Computer Systems (Micro, Mini, and large) for Management.
Computer Systems Management	Project leader, introducing **distributed processing** in an organization of more than 2,000 employees where the VAX 11/780 products flowed to the strategic level of management. Reduced turnaround time by 85%, saving $140,000 annually.
Office Automation	Documented needs for an **ergonomically designed** office automated work station (Xerox STAR). As editor, converted a bi-monthly publication with a circulation of 40,000 to the Lexitron 1303, cutting publication costs by 65% from within a $278,000 budget.
IMS Development	Chaired an Information Management Systems (IMS) Development committee that built a **structured design** data base for 460,000 records for the VAX 11/780 derived from the B6700 system. Created and implemented 26 output products for mid and senior levels of management. Software vehicles used were DATATRIEVE, BASIC, SPSS and SCSS. Automated a late submission rate report for personnel evaluations for 94,000 employees, improving efficiency by 25%.
DSS Development	Employed a Decision Support System (DSS), conceived and developed a quality indexing model that programmatically rank orders employees.
CBI Development	Led Programming effort for a Computer-Based Instruction (CBI) project sponsored by the Massachusetts Institute of Technology, consisting of 90 hours of lesson materials written in PLANIT and loaded to the PDP 8 System, validating 33% reduction in training time. Using **structured programming** and **top down design**, developed CBI lessons for on-site training via the TC 521, on the B3500 System that was used to train 15,000 employees.
EDP Planning Analysis	Conducted a feasibility study, identified hardware and software, performed **systems analysis**, then engineered a Skills Management User Report File (SMURF), using the Xerox 820 for prototyping and the VAX 11/780 as the end processor, improving management by 75%.
Management Analysis	Actively supervised multiple studies, wrote surveys, analyzed data and prepared advisories for senior executives who used the information during congressional testimony.
Public Speaking	Spoke at Saratoga Springs and Stillwater, N.Y., Rotary Clubs, key speaker at four Cub Scout Blue and Gold Banquets and guest speaker at three Eagle Courts of Honor.
Personal	Married. Two children. Completed military service as an officer. Top secret security clearance. Member ASM and Office Automation Roundtable. Willing to relocate.

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Name · Address · Phone Numbers

Business Manager

Background: Twenty years' strong management performance in all facets of business administration and operations in public and private sectors. Extensive purchasing, budgeting/financial control and personnel experience.

Purchasing: Buy/lease capital items, equipment, professional services for 12 offices from Texas to New York. Over four years, saved $100,000 annually by renegotiating service contracts from national to regional basis. Directed $3 million, 45,000-item inventory. In two years, avoided $150,000 costs by careful item screening, saved $35,000 by identifying and buying critical items early; still improved support 11%. Broke sole source contract at $180,000 savings. For two years, chaired pre-planning conferences that improved leadtimes for and relations with $20 million customer. Centralized buy of 2,500 items, reducing order and administrative costs; published first consolidated catalog on East Coast.

Budget/Finance: Develop/execute capital and operating budgets for $12 million company. Created unit cost measurement, which accurately forecasts overhead to sales efficiency. Control accounting, credit, cash and financial reporting. Reduced leasing costs 21%; bad debts to 1%. Active committee investor for $20 million profit-sharing plan that consistently outperformed Dow Jones and S&P. Budgeted/controlled multimillion dollar government fund for five years. Executed within 2% of plan and improved cash flow. Controller for $26 million federal operational funds. Improved cost measurement, accounting allocation and purchasing practices.

Personnel Administration: For nine years, set staffing levels, developed job descriptions, hired/terminated personnel and administered compensation and benefits program for 45 permanent and up to 200 temporary employees. Established upward mobility program that improved skills. Effectively used accounting personnel to realize $15,000 annual savings in audit costs. Developed temporary hiring program that handled surges at reduced overtime and administrative costs.

Personal Services: Successfully directed food service, convenience store, post office and laundry facility operations for up to 800 people under critical space and operating conditions.

Facility Management: Select sites and negotiate property arrangements for office/terminal operations in various parts of United States. Saved $18,000 annually in rental costs through planned relocation.

Procedures: Directed and participated in writing of detailed operating manual for 12 remote offices in handling of large daily transactions. Devised and implemented review of daily performance against standards and improved compliance 40%. Advocated and published first training manual for 30 offices that significantly improved management of automated material and financial control systems.

EDP: Active developer of management information reports on both mainframe and PCs. Designed innovative communications system to match buyers and sellers of transportation services that grossed $1 million sales. Revised automated accounting system and improved production 18%.

Education: Michigan State University, MBA, High Honors. St. Peters College, New Jersey, BS Economics/Liberal Arts, Honors. Accounting, computer courses, University of Maryland and Community College. Taught business courses at George Washington University.

Name • Address • Phone Numbers

Financial Analyst

Career History	Proven record of success as a shirt-sleeves analyst with hands-on experience in resource planning, programming, budgeting and ADP project management. Extensive knowledge of quantification methods, systems analysis and micro computer software applications.
Financial Management	Controller of organization with more than 12.000 employees and multi-million dollar operating budget. Designed and implemented five-year budgeting plan to increase efficiencies and improve integration of initiatives: first year results included funding support for three construction projects vice two and total cost savings of $745.000.
Resource Programming	Implemented as senior analyst strategic mobility initiatives including requirements determination for air and sea transportation, manpower and prepositioning of equipment and supplies. Developed five-year resource mobility program with average annual investment of $9.8 million. Developed cost/benefit model analyzing merits of prepositioning vs. investment in additional transportation assets: used to resolve $1.3 million issue.
Internal Controls	Directed internal review program of labor intensive, service organization. Designed and implemented internal controls system that enhanced accountability and improved management of resources. Initial results included 12% pilferage reduction and savings of $53.000. This system used as model program for other affiliated service organizations.
Contract Supervision	Supervised the execution of 42 service contracts worth $8.5 million annually. Conducted in house vs. contract manpower requirements and utilization study of Service Department employing 850 personnel. This effort identified a 7% staff reduction and commensurate productivity increase of reorganized inhouse department: first-year cost savings was $564.000.
Systems Analysis	Directed the funding support and monitored the fielding of 436 new equipment systems. Conducted detailed analysis of initial funding requirements for 25 systems that led to annual average cost savings of 15%. Developed the accepted plan providing for the reception, storage, and movement of more than 60.000 short tons of supplies daily. Negotiated with United Kingdom and Netherlands officials for their transportation assets to move more than 45.000 short tons daily.
ADP Project Management	During a three-year period, progressively grew from systems analyst to task leader and Department Manager. Analyzed user requirements, directed systems design and managed systems development of multi-user interactive information data base systems employing relational DBMS with a Fourth Generation report language. Directed marketing and proposaling efforts of software applications development. Achieved $830.000 add-on to existing multi-year contract. Managed Profit and Loss (P&L) statement.
Line Management	Deputy of organization employing 900 personnel and 320 wheeled vehicles providing transportation for heavy equipment, bulk fuel and general cargo throughout Central Europe. Developed and executed $4.6 million operating budget. Improved vehicle maintenance daily availability by 8% during a ten-month period. Increased customer satisfaction by achieving a 13% improvement in cargo on-time delivery rate.
Personnel Management	Proven record in developing staff, motivating and leading people in attaining business goals. More than 23 years experience in both labor intensive environment and highly automated business offices. Responsible for hiring and managing various number of employees ranging from 3 to 20.
Education	MBA, University of Tennessee: BA Boston College
Personal	Married, three children. Completed military service as an officer.

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Name · Address · Phone Numbers

Business and Product Development

Career History	More than 23 years of experience in hands-on mobility and logistics support operations with the last 10 in development of customer-generated requirements.
Executive Management	Recent director of small highly talented professional requirement, study and program/budget group. Reported directly to senior functional executive but worked informally with all corporate executives on an "on call" basis. Currently a consultant in weapons system support and logistics Research and Development areas to senior DoD executives.
Management Analysis	Offset loss of 68 technical people by reorganizing remaining 400 to separate requirements analysis and initial program planning/budgeting functions from program execution. RESULT: Current organization maximizes utility of remaining personnel and effectively covers all user requirement areas.
Business Development	Institutionalized customer-based requirements process designed to highlight technical areas for focusing outyear research budget priorities. Strengthened communications between product developer and end user. RESULTS: Corporate funding for advanced diagnostics, large power sources for space application, two-dimensional variable vector nozzles for next generation fighter aircraft and merging similar avionics functions for potential 400 to 600% savings in support costs for selected subsystems. 30% annual increase in number of requirements matched with technical solutions and end product plans.
Contract Policy	Created and got quick acceptance of corporate policy and fast-track procedure to get small dollar field generated technical research programs (less than $5 million) quickly approved by the Secretary of the Air Force. RESULT: Cut time from more than six months to less than 20 days for more than 450 annual awards.
Product Modification	Directed key efforts to revitalize nation's airlift capabilities. Developed, advocated and got funding for modified wide body for tanker use. Spearheaded effort to advocate, justify and get funding to stretch C-141 aircraft. RESULTS: One KC-10 now replaces seven to nine KC-135 aircraft plus support airlift on key fighter development missions. 30% increase of lift capability or 90 equivalent new aircraft at $2 million each. Program ahead of schedule and under cost while meeting all performance criteria.
Data Processing/ System Analysis	Overhauled computer based information system to display, track and analyze user requirements and associated product development programs. RESULT: Faster allocation of budget priorities and 67% cut in report generation time. Printing costs cut by two-thirds while improving accuracy and increasing subscriber distribution by 12%.
Logistics	Spearheaded corporate increase in priority and funding for new technologies to reduce outyear product support costs. RESULT: 40% increase in outlays to fund high payoff technologies into immediate operational use. Payback in one area estimated in four years with annual savings thereafter of $10 million.
Congressional Tracking	Tracked congressional voting on defense legislation using selected technical personnel in day-to-day interaction with key staffers and committees. Led efforts to get new technology programs funded. RESULTS: Got two new logistics R&D programs approved at more than $8 million for FY '84 in the face of budget cut pressures.
R&D Programming and Budgeting	Led team effort to recommend allocation of more than $5 billion in RDT&E funds for key programs. RESULT: Corporate acceptance with less than 1% change in total program.
Education and Training	Bachelor's degree in Mechanical Engineering; Masters in Systems Management.
Personal	Married. Two children. Completing Air Force service as a colonel.

Name • Address • Phone Numbers

Executive Management

Summary	Fourteen years of experience in operating and supporting strategic weapons systems. Experience includes documented success in senior executive leadership positions managing organizations of up to 1.000 people with total budgets in excess of $50 million annually. Comprehensive experience in quality control of a large diverse organization. Extensive experience in developing and delivering formal presentations to executive level government officials up to and including individuals of ambassadorial rank.
Executive Management	As Air Force base commander—position equivalent to city manager and magistrate—directed large diverse organization providing work facility and community support services to 3.500 employees. 1.000 families and 1.000 single individuals. Services included family and single housing, civil engineering, airfield operations. legal. personnel. leisure-time activities. cafeteria-style feeding and disaster preparedness.
Financial Management	Controlled $50 million annual budget. allocating or approving disbursements to competing programs. Planned construction programs for 20 facilities with total value near $90 million.
Resource Management	Developed. coordinated and implemented an integrated duty changeover schedule for individuals from four separate agencies working at 15 locations dispersed across 10.000 square miles. Schedule saved 26.000 vehicle miles monthly and allowed use of compact autos two out of every three days while fully satisfying manning requirements. First-year energy savings estimated at $20.000.
Proficiency Training & Evaluation	Revitalized training and evaluation programs for 180 technicians. Analyzed weaknesses in evaluation results. strengthened corresponding areas in training and instituted improved. coordinated program. Evaluation success rate improved by 20%.
Quality Assurance	Led and guided 17 inspectors in performing quality control evaluations of community support agencies. Integrated schedules. approved reports. selected individuals for inspection tasks and personally evaluated executives' abilities to handle crises.
Facilities Improvements	Planned and orchestrated a user facilities upgrade program. During one year. this $500.000 program accounted for 100 projects that significantly enhanced working environments of several hundred employees.
Personnel Management	Chaired personnel selection committee that examined vacancies across large organization and prioritized replacements based upon position criticality and budget constraints. Consolidated technician evaluation programs and reduced positions for a new training program from 21 to 10. thereby achieving a yearly cost avoidance of more than $247.000. Selected and appointed key senior personnel to manage a 1.000-person organization. Approved selections of middle-level managers.
Management Consultant	As Senior Program Manager. assisted client in planning, scheduling and tracking assignment of prime hardware and test resources to meet B-1B defensive avionics system program objectives. Coordinated use of assets and test stations between conflicting demands of manufacturing, engineering, planning and test and evaluation departments.
Equal Opportunity	Established and vigorously pursued policies ensuring equal opportunity in employment. Repeatedly selected to investigate. analyze and draft recommendations of corrective actions for racial. ethnic and sexual discrimination and harassment cases.
Education	Master of Public Administration from Auburn University at Montgomery. Bachelor of Science in Mathematics. Physics and Chemistry from Murray State University.
Personal	Married. Excellent health. Completed 24 years of Air Force service as a colonel. Top secret clearance with special background investigation. Willing to relocate.

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Quality Assurance	• Initiated a quality surveillance program that increased occupancy rate of previously contracted airline seats by 5%, i.e., 1,900 fewer "no-shows" per year. • Researched and wrote special study to improve the security of protected information for the Quantico Marine Corps Base. All recommendations were adopted including reorganization of the Office of Security Manager, which placed agencies and organizations under tighter scrutiny regarding control and access to classified documents. • Introduced departmental management controls that reduced three areas with high potential for waste, fraud and abuse to low risk areas.
Organizational Skills	• Achieved 63% increase in contributions over previous years tally during four-week period as chairman of a major fund-raiser. • Developed comprehensive one-week orientation program for new employees that substantially retains the original objectives and format seven years hence.
Education	• Graduate Studies: Public Administration, Pepperdine University, Los Angeles; Taxation, Southeastern University, Washington, D.C. • B.A., Cum Laude, Major: Political Science, Minor: Accounting, Carthage College, Kenosha, Wis., 1974. • Certificate: Legal Administration, Georgetown University, Washington, D.C., 1983.
Personal	• Married, two children. Excellent health. Completed military service. Top secret clearance.

Name • Address • Phone Numbers

Technical Management

Communications Computer System Management	Controlled and organized the development of a network of 50 distributed computer systems and associated communications. Evaluated proposals and contracts. Formulated technical answers to questions of prospective contractors. Conceived procurement option which accelerated contract award and saved $600.000.
Resource Management	Aggressively planned, budgeted, monitored and executed the engineering and installing activities of four high-speed computer buses. Activated the latest bus technologies to achieve required transmission times. Guided computer engineers and programmers through a design disagreement and put the project back on course. Developed personnel stress management program. Completed project on time, saving $46.000.
Network Development	Defined and organized the completed development of major user documentation needed to implement a distributed computer network at 24 worldwide locations. Orchestrated activating each location's equipment and computer systems in progressively less time and with less people—from 30 days and three people for the first location to seven days and one person for the last. Reduced travel costs by $24.000.
Project Management	Demonstrated technical versatility by overseeing the requirements of a multi-million dollar communications computer system designed to support the movement of more than a million passengers and more than 500.000 tons of cargo in one year. Have the ability to choose the amount of pressure to get the job done. Educated by personal experience. Accepted responsibility for difficult jobs when others avoided them. Reorganized tasks between people to accommodate shortages of trained people yet stayed on schedule.
Personnel Management	Currently, director of successful cadre of 62 people responsible for analysis, design, development, implementation, maintenance and control of operating level software systems. Revised work organization, achieved a $35.000 decrease in personal costs and motivated staff to complete all functions with eight fewer people. Developed training programs to increase productivity and reduced cost of training by $7.000.
Financial Management	Developed a project management cost accounting system. Achieved savings in excess of $185.000 over a period of three years while managing a budget of more than $2 million through close evaluation of contract services. Implemented directorate-wide program that reduced annual requirement for office supplies, office equipment and business travel by $24.000.
Communications Equipment Maintenance	As supervisor of maintenance support organized work efforts of 22 work centers with approximately 360 people, maintaining a $30 million equipment inventory and supporting radio, microwave, teletype, satellite, radar and telephone capabilities. Directed maintenance team sustained operational rates on a telephone switching facility of 99.99 percent and more than 2 percentage points above the standard rates equating to only 23 minutes of downtime in one year.
Engineering Management	Developed interface criteria to connect two computer systems through High Speed Bus technology. Devised $600.000 and $1.700.000 hardware and software procurement options to replace a $10 million canceled program. Conceived implementation milestones. Handled technical job requiring many more years of experience and 30 percent more manpower with no noticeable reduction of service. Supervised dismantling a dual satellite earth terminal complex.
Education	M.S. in Computer Science, Purdue University. Industrial College of the Armed Forces—equivalent to a masters degree. B.S. in Mathematics, University of Wisconsin.
Personal data	Excellent health. Married. Five children. Completing service with the rank of lieutenant colonel. Top secret, SBI clearance.

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Name • Address • Phone Numbers

Administration

Overview

- Consistent success over 20 years as an active administrator marked by efficient resource allocation and utilization, detailed implementation of policy, motivating employees and effective communication with external agencies in both the public and private sectors.
- Demonstrated ability to manage multiple projects and tasks simultaneously including developing new forms, systems and procedures that augment efficiency.
- Comprehensive knowledge and experience in personnel policies including recruitment, EEO, internal staffing, employee retention, supervision and record keeping.

Administrative Management

- Controlled more than 90 newsletter-type publications on diverse subjects. Conducted a cost reduction drive that netted savings of $98,000 in printing and other direct costs.
- Reduced single mailings of publications from 3,100 to 2,200 by consolidating co-located recipients into single bulk packages. Estimated annual savings $16,000.
- Wrote or revised nine office procedures and training manuals—one was cited as exemplary and used as a guide for other similar-sized organizations.

Facility/Office Management

- Negotiated and administered contracts with vendors for procurement of all office support equipment including comprehensive postal metering system for large, fully staffed mailroom that resulted in more accurate forecasting of mailing costs.
- Initiated and fostered active suggestion programs for employees where ideas surfaced to innovate, conserve materials and utilities and reduce pilferage.
- Coordinated several major organizational relocations.

EDP/MIS

- Redesigned format of computerized directory that provides listings and continuous updatings on 3,100 subscribers to government publications. Result is one-step, quick reference.
- Introduced system to process lengthy studies, reports and drafts of training manuals in progress to R & D Headquarters together with remote job entry capability at site 30 miles from main unit. This system supported nine professional program managers and allowed reassignment of two typists.

Financial Management

- Prepared and adhered to departmental budgets up to $1,463,000.
- Reduced staff travel expenses by $19,000 over 2 consecutive years through implementation of cost control program that matched travelers' expense requests against actual requirements.

Personnel Administration

- Designed an automated, partially coded personnel directory that matches job title information and other pertinent data with impending transfer or discharge dates on more than 2,900 persons performing wide variety of jobs on military training and development base. This system has become the core source for providing more accurate predictions of personnel losses and more timely submissions of personnel requisitions.
- Wrote affirmative action plan in 1982 for large military installation, which is still in use after three annual reviews.
- Managed all office support and personnel functions for work forces averaging 29 including hiring, performance evaluation, on-the-job training, time accounting and payroll.
- Managed recruitment programs for different organizations that included interviewing prospective employees, checking references and selecting best applicants.
- Conducted investigations and drafted letters in volume responding by deadline to congressional and other special correspondents during three years with agency receiving inflammatory public allegations.

WARREN P. SLOAN
825 Summit Avenue
Wyomissing, PA 19872

Phone: (215) 775-0967

OBJECTIVE: Senior level position in Operations management in medium-sized manufacturing company.

EDUCATION:

M.S., Pennsylvania State University, 1965 Major: Mechanical Engineering

B.S., Pennsylvania State University, 1963 Major: Mechanical Engineering Grade Point Average: 3.7/4.0
Tau Beta Psi

WORK HISTORY:

1975 to Present **WELLINGTON TUBE CORPORATION (CORPORATE OFFICES)**

Vice President of Manufacturing (1980 to Present)
Report to President with full P&L responsibility for two copper refineries and tube manufacturing plants for this leading producer of copper tubing (annual sales $500 million). Direct the activities of two Plant Managers, 300 salaried and 5,000 hourly employees with annual budget of $300 million. Organized and directed cost reduction task force which identified and implemented programs resulting in 22% reduction in manufacturing costs in 3 years ($60 million savings). Implemented computerized materials scheduling and control system which cut raw materials inventories by 30% (annual savings $15 million).

WELLINGTON TUBE CORPORATION (NORFOLK PLANT)

Plant Manager (1975-1980)
Reported to Vice President of Manufacturing with full P&L responsibility for this 3,000 employee copper refinery and tube manufacturing plant ($375 million annual production). Functions reporting included manufacturing, materials management, distribution, maintenance, engineering, accounting and personnel. Successfully directed two year, $125 million expansion program which doubled plant's production capacity (all engineering done at plant level). Project completed on time and 19% under budget. Set plant production and safety records for four out of five years.

1970 to 1975 **DOBBLER COPPER COMPANY, INC. (CORPORATE OFFICES)**

Manager of Engineering
Managed 150 employee Central Engineering function for this manufacturer of refrigeration tubing (annual sales $250 million). Directed engineering organization in all capital project expansion programs to include design, installation, start-up and debugging of copper tube manufacturing facilities and refineries. Successfully

Reference: The Complete Job Search Book
By: Richard H. Beatty

ESSICA D. WILLIAMS

2834 North Institute
Colorado Springs, Colorado 80907
(719)634-3419

SUMMARY

Seven years experience in employee involvement and training and development in both corporate and university environments. Special depth in organization development, management training, career development, team building, equal employment opportunity and affirmative action planning. Skilled public speaker. An energetic, innovative professional who cares about people and gets results.

EMPLOYMENT HISTORY

PIKES PEAK COMMUNITY COLLEGE, Colorado Springs, CO — 1990 - Present
Coordinator, Customized Business and Industry Programs

Managed the business and industry facility and programs for a wide range of constituencies.

- Negotiated and generated contracts, revenue and grants.
- Developed marketing, public relations tools and promotional materials.
- Facilitated effective interaction with business, industry personnel, and other constituencies contracting for education and training services.
- Managed contract revenues and budgets of specified industry accounts.

UNIVERSITY OF COLORADO, Colorado Springs, CO — 1988 - Present
Adjunct Professor

- Designed and taught undergraduate business courses.

TEXAS INSTRUMENTS, Colorado Springs, CO — 1984 - 1990
Training and Education Administrator

Responsible for improving people and asset effectiveness through team building, training, and education.

- Created a training and development department for 1000 plus employee plant, increasing training events offered to employees from two to forty in one year.
- Increased cost efficiency by controlling a $200K budget.
- Administered the educational assistance program, increasing employee participation by 50% through customer service and marketing.
- Implemented and managed a satellite network education system.

qual Employment/Affirmative Action Administrator

- Assured compliance with federal requirements through management reporting, training, and consulting.

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TEXAS INSTRUMENTS (continued)

People and Asset Effectiveness Coordinator

- Established and directed an employee involvement program in an engineering environment, resulting in a 4 to 1 payback within two years.
- Held a secret security clearance.

CHAPMAN COLLEGE, Colorado Springs, CO 1984 - 1988
Adjunct Professor

- Designed and taught graduate and undergraduate business courses.

ESSICA WILLIAMS & ASSOCIATES 1983 - 1984
Consultant

- Developed and marketed training seminars and organizational consulting services.
- Developed a non-exempt job structure for a non-profit organization.

Secondary school teacher, sales representative, sales representative, consultant. 1963 - 1982

EDUCATION

University of Colorado, Denver
Currently working toward PhD, Organization Development

University of Colorado, Colorado Springs
MBA, Organization Management

Kansas State University of Emporia
BSE, Speech and English

AFFILIATIONS AND ACTIVITIES

Colorado Springs Society for Human Resource Management, Vice President
American Society for Human Resource Management
American Society for Training and Development
Association for Quality and Productivity
National Society for Performance and Instruction
Toastmasters International
Business and Industry Alliance
Equal Employment Opportunity/Affirmative Action Coalition

ESSICA D. WILLIAMS
2834 North Institute
Colorado Springs, Colorado 80907
(719)634-3419

SUMMARY

Seven years experience in employee involvement and training and development in both corporate and university environments. Special depth in organization development, management training, career development, team building, equal employment opportunity and affirmative action planning. Skilled public speaker. An energetic, innovative professional who cares about people and get results.

PROFESSIONAL EXPERIENCE

TRAINING/FACILITATION

- Developed and implemented successful programs in stress management, time management, leadership, presentation skills, and goal setting.
- Created and conducted successful team building workshops.
- Conducted train-the-trainer workshops for engineers designated to train foreign customers.
- Designed and taught graduate and undergraduate courses.
- Presented papers at international conferences, including Association for Quality and Participation, and International People Involvement.
- Frequent guest speaker for professional and civic organizations.

MANAGEMENT/ADMINISTRATION

- Managed implementation and operation of a new facility designed to serve unique needs of businesses, industries, and other community organizations.
- Negotiated and generated contracts, revenue, and grants.
- Facilitated effective interaction with business, industry personnel, and other constituencies contracting for specified education and training services.
- Created a training and development department for 1000 plus employee plant.
- Established and directed an employee involvement program in an engineering environment, resulting in a 4 to 1 payback within two years.
- Administered an educational assistance program, increasing employee participation by 50% through customer service and marketing.
- Assured compliance with federal equal employment opportunity regulations through management reporting, training, and consulting.
- Implemented and managed a satellite network education system.

EMPLOYMENT HISTORY

PIKES PEAK COMMUNITY COLLEGE, Colorado Springs, Colorado 1990 - Present
Coordinator, Customized Business and Industry Programs

UNIVERSITY OF COLORADO, Colorado Springs, Colorado 1988 - Present
Adjunct Professor

TEXAS INSTRUMENTS, Colorado Springs, Colorado 1984 - 1990
Training Administrator, 1988 - 1990
Equal Employment Opportunity Administrator, 1988 - 1990
People and Asset Effectiveness Coordinator, 1984 - 1988

CHAPMAN COLLEGE, Colorado Springs, Colorado 1984 - 1988
Adjunct Professor

Secondary school teacher, consultant, sales representative, sales manager.

1963 - 1983

EDUCATION

UNIVERSITY OF COLORADO, DENVER
Currently working toward PhD, Organization Development

UNIVERSITY OF COLORADO, COLORADO SPRINGS
MBA, Organization Management

KANSAS STATE UNIVERSITY OF EMPORIA
BSE, Speech and English

AFFILIATIONS AND ACTIVITIES

Colorado Springs Society for Human Resource Management, Vice President
American Society for Human Resource Management
American Society for Training and Development
Association for Quality and Productivity
National Society for Performance and Instruction
Toastmasters International
Business and Industry Alliance
Equal Employment Opportunity and Affirmative Action Coalition

DAVID E. HENDRICKSON

7812 Carrleigh Parkway
Arlington, Virginia 22202

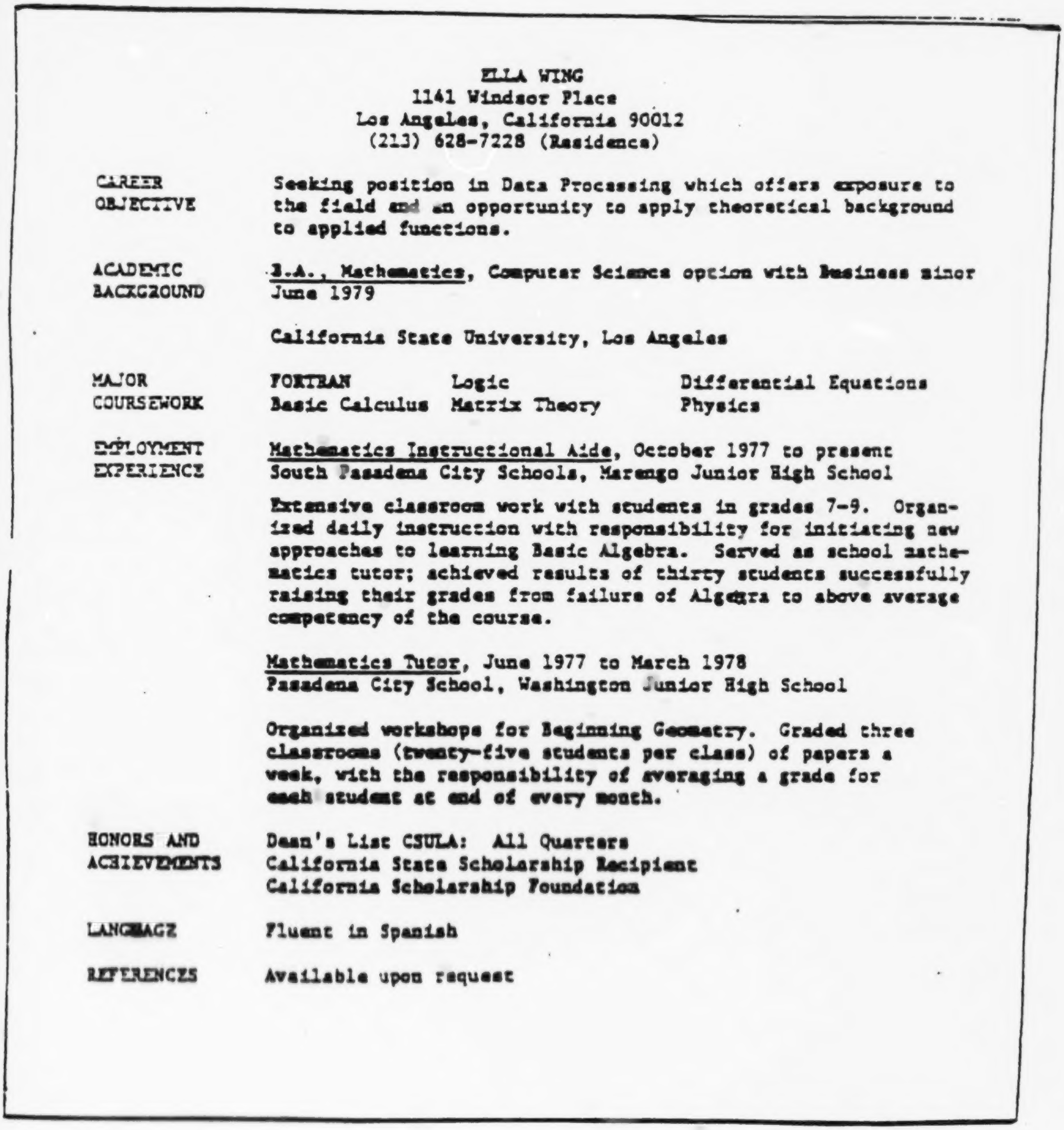
Tel Home (703) 451-3909

OBJECTIVE	MANAGEMENT OF INFORMATION SYSTEMS DEVELOPMENT - Implementing the latest data processing and telecommunications technologies to achieve cost effective and technically superior results Managing technical staff for higher productivity.
EDUCATION	MASTER OF SCIENCE IN COMPUTER SCIENCE, Honor student, 1972...PROFESSIONAL ELECTRICAL ENGINEERING 1966...Bachelor of Science in Electrical Engineering, Dean's List, 1965...Member IEEE honor fraternity ETA KAPPA MU.
COMPUTER SYSTEMS MANAGEMENT	As Assistant Division Head, formulated and negotiated capital investment policies for a network of 542 computers and associated communications. Reviewed proposals and contracts for compliance and technical accuracy. Always alert to reduce costs. Initiated contractual modification which saved $350,000 and accelerated deliveries by four months.
NETWORK ENGINEERING AND AUTOMATION	Performed telecommunications network analysis and design. Integrated voice, message, data and graphic information services. Engineered network interfaces, protocols and standards for analog and digital systems. Maximized systems interoperability. Improved link utilization by 70%...Conducted study to identify information processing functions which could be profitably automated. Evaluated and selected intelligent source data automation terminals. Reduced average message processing time from two hours to eight minutes with 40% fewer operators.
PROGRAM MANAGEMENT	As Program Manager, planned, organized, budgeted and executed the R&D activities for a hand-held interactive display terminal. Employed the latest LSI, display and microprocessor technologies to achieve a 60-fold reduction in transmission times. Raised productivity of development team by 14%. Completed project three months ahead of schedule, saving $93,000. Exceeded all technical expectations. (1976 to 1978)
MIS DEVELOPMENT	Designed a nationwide distributed Management Information System. Used structured programming and HIPO techniques. Wrote 32 application programs in COBOL. Implemented procedures for statistical analysis of local data bases to predict potential problems. Provided management

with exception reports. Reduced number of monthly reports from 42 to 17, saving $830/mo. on paper alone. Received promotion for outstanding performance (1973 to 1976).

EARLIER EXPERIENCE Scientific analysis and programming using FORTRAN, ALGOL, GPSS. Supervisor of communications operations. Managed staff of 26 electronics technicians. Field engineering for radars, radios and missile components.

PERSONAL Excellent health. Proficient in German language. Member ACMAFCEA, IEEE. Completed military service as an officer. Top Secret, SBI clearance.



ELLA WING
1141 Windsor Place
Los Angeles, California 90012
(213) 628-7228 (Residence)

CAREER OBJECTIVE Seeking position in Data Processing which offers exposure to the field and an opportunity to apply theoretical background to applied functions.

ACADEMIC BACKGROUND B.A., Mathematics, Computer Science option with Business minor June 1979

California State University, Los Angeles

MAJOR COURSEWORK

FORTRAN	Logic	Differential Equations
Basic Calculus	Matrix Theory	Physics

EMPLOYMENT EXPERIENCE Mathematics Instructional Aide, October 1977 to present
South Pasadena City Schools, Marengo Junior High School

Extensive classroom work with students in grades 7-9. Organized daily instruction with responsibility for initiating new approaches to learning Basic Algebra. Served as school mathematics tutor; achieved results of thirty students successfully raising their grades from failure of Algebra to above average competency of the course.

Mathematics Tutor, June 1977 to March 1978
Pasadena City School, Washington Junior High School

Organized workshops for Beginning Geometry. Graded three classrooms (twenty-five students per class) of papers a week, with the responsibility of averaging a grade for each student at end of every month.

HONORS AND ACHIEVEMENTS
Dean's List CSULA: All Quarters
California State Scholarship Recipient
California Scholarship Foundation

LANGUAGE Fluent in Spanish

REFERENCES Available upon request

JOSE MARTINEZ
2113 Olivetta Way
Santa Monica, California 93440
(213) 396-7221 (Residence)
(213) 628-8394 (Message)

CAREER OBJECTIVE

Seeking a position as a Vocational Counselor within a social service organization that will offer me the opportunity to utilize my education and experience in dealing with the needs of the community.

EMPLOYMENT

Counselor
Los Angeles Community Counseling Center, Los Angeles.
1975 to present

Designed and implemented career planning workshops that involved students, civic leaders and businessmen. Counseled families on methods of budgeting and family planning. Organized community workshops for the purpose of minority realization which was to give the participants a better awareness of their cultural strength. Effectively dealt with daily problems of the center and office needs.

Counselor Aide
Northridge High School, Northridge
1972 to 1975

Advised students on matters of college requirements and enrollment procedures. Organized workshops designed to give students ideas correlating education and work experience. Organized and implemented field trips to local businesses and colleges. Counseled students daily on personal and educational problems.

EDUCATION

Master of Science in Psychology
California State University, Los Angeles, 1975

Bachelor of Arts in Social Welfare
California State University, Northridge, 1973

LANGUAGE

Bilingual, English/Spanish

INTERESTS

Camping
Cross-country skiing
Writing
Hockey

REFERENCES

Available upon request

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Kelly J. MacKeen
4478 Berryknoll Drive
Colorado Springs, CO 80916
(719) 391-9564

JOB OBJECTIVE

To obtain a position which offers advancement in the field of sales, customer service and customer relations which will provide the opportunity to work with and for people and to advance my education.

SKILLS

Hewlet Packard Computer
Multi-line Telephone
Ten Key Adding Machine
Electronic Cash register
Public relations, scheduling, time management, ordering, dispatching and routing, supervising personnel

EDUCATION

Cleopatra Beauty College
State of Colorado Cosmetology Licence, February 1984

Harrison High School
Graduated, May 1978

EMPLOYMENT

8-88 to present
State Beauty Supply, 2304 East Bijou, Colorado Springs, CO 80909
Outside Sales representative, Customer Service, Shipping and Receiving, Ordering, Buying, Inventory Control, Product Demonstration, Wholesale snd Retail Sales, Training Seminars, Bookkeeping, Supervising Personnel

10-86 to 10-87
Hair & Nail Boutique, 201 South Chelton, Colorado Springs, CO 80909
Owner/Operator

9-85 to 9-86
Cleopatra Beauty Salon, 43 North Iowa, Colorado Springs, CO 80909
Cosmetologist, Cashier, Retail Sales, Customer Service
Owner: Johnnie Fant

4-84 to 4-85
The Hut, Beauty Salon, 1423 Dustry Drive, Colorado Springs, CO 80906
Cosmetologist, Cashier, Retail Sales, Customer Service, Ordering, Bookkeeping
Owner: Marianne Emig

10-79 to 8-83
Whit's Portrait Stidio, 1431 West Colorado Avenue, Colorado Springs, CO 80904
Lab Technician, Color Analysis, Proofing, Processing Orders, Printing Senior Portraits, Cashier, Customer Service
Supervisor: Ed Plank

REFERENCES

Furnished on request

ACTION VERBS

accelerated
accomplished
achieved
acted
adapted
addressed
administered
advised
allocated
analyzed
approved
arbitrated
arranged
assembled
assessed
assigned
assisted
audited
authored
balanced
budgeted
building
built
calculated
catalogued
chaired
clarified
classified
coached
communicated
computed
conceptualized
coordinated
conceived
conducted
completed
consolidated
contracted
controlled
coordinated
corresponded
created
delegated
demonstrated
designed
developed
demonstrated
designed
devised
directed
drafted
effected
edited
eliminated
enabled
engineered
enlisted
established
evaluated
examined
established
evaluated
examined
expanded
expedited
explained
fabricated
facilitated
familiarized
fashioned
formulated
found
generated
guided
improved
increased
influenced
informed
implemented
initiated
instituted
instructed
integrated
interpreted
invented
investigated
improved
launched
lectured
led
maintained
managed
marketed
mastered
mediated
monitored
motivated
negotiated
operated
organized
originated
overhauled
oversaw
participated
performed
persuaded
planned
pinpointed
prepared
prioritized
prepared
processed
produced
programmed
projected
promoted
proposed
proved
provided
publicized
purchased
recommended
reconciled
recruited
recorded
reduced
referred
rehabilitated
reinforced
remodeled
repaired
represented
researched
retrieved
revamped
reviewed
revised
scheduled
screened
set up
shaped
simplified
solved
specified
spoke
stimulated
streamlined
strengthened
structured
supervised
supported
surveyed
systematized
tabulated
taught
trained
translated
upgraded
utilized
validated
wrote
won

CONCRETE NOUNS AND POSITIVE MODIFIERS

ability
academic
actively
administrative
capability
capable
capacity
competence
competent
complete
completely
consistent
contributions
developing
effective
effectiveness
efficient
enlarging
equipped
evident
executive
expanding
experienced
increasing
knowledgeable
major
management
mature
maturity
particularly
performance
pertinent
positive
potential
preference
productive
professional
proficient
profitable
proven
qualified
repeatedly
resourceful
responsible
scope
significant
significantly
sound
specialist
stable
substantial
substantially
successful
technical
thorough
thoroughly
versatile
vigorous
well-educated
well-rounded
wide background